

P

# *The* Speech Teacher

A PUBLICATION OF THE  
SPEECH ASSOCIATION OF AMERICA

OCT 17 1955

PERIODICAL  
READING ROOM

Volume IV

Number 3

What is New in the  
Speech Association of America?

*Magdalene Kramer*

The Time for Action is Now

*Karl F. Robinson*

Great Teachers of Speech

III. Wayland Maxfield Parrish  
Teacher and Colleague  
Colleague and Counselor  
Colleague and Scholar

*Marie Hochmuth  
Richard Murphy  
Herbert A. Wichelns*

Paperbacks: The Teacher's Friend

II. General Speech

*Dominic A. LaRusso*

The Prescriptive Selection and Use of  
Speech in the Classroom

*Oliver W. Nelson*

On Receiving your First Appointment as a  
Speech Correction Teacher

*Sylvia Chipman*

The Siamese Twins

*Hudson F. Wilcox*

The High School Principal and the  
Teacher of Speech

*Charles L. Balcer*

A Pattern of Discussion

*Laverne Bane*

Some Observations on High School Discussion

*David W. Shepard*

An Evaluation of the Small Liberal Arts  
College Speech Curriculum

*Lin Welch*

Bringing the Forensics Program to the Taxpayer

*James P. Dee*

BOOK REVIEWS • IN THE PERIODICALS  
AUDIO-VISUAL AIDS • THE BULLETIN BOARD

September 1955

# The SPEECH TEACHER

• 1955 •

Published by  
THE SPEECH ASSOCIATION OF AMERICA

EDITOR  
HENRY L. MUELLER  
University of Illinois

EDITORIAL ASSISTANT  
ALICE WIREN  
University of Illinois

## ADVISORY EDITORS

Bower Aly, *University of Missouri*; J. Jeffery Auer, *University of Virginia*; Dallas C. Dickey, *University of Florida*; Wilbur S. Howell, *Princeton University*; Franklin H. Knowler, *The Ohio State University*.

## CONSULTING EDITORS

### ELEMENTARY SCHOOL

Jean C. Ervin, *University of Connecticut*; Geraldine Garrison, *Connecticut State Department of Education*; Elise Hahn, *University of California at Los Angeles*; Zelda Horner Kosh, *Arlington [Virginia] Public Schools*; Mardel Ogilvie, *Queens College*; John J. Pruis, *Southern Illinois University*; C. Agnes Rigney, *State Teachers College, Geneseo, New York*.

### SECONDARY SCHOOL

Charles L. Balcer, *State Teachers College, St. Cloud, Minnesota*; Hayden K. Carruth, *University of Michigan*; Mary Blackburn, *Granite City [Illinois] High School*; Lawrence S. Jenness, *Arlington Heights [Illinois] High School*; Freda Kenner, *Messick High School, Memphis, Tennessee*; Evelyn Konigsberg, *New York City Public Schools*; Yetta G. Mitchell, *New York University*; Oliver W. Nelson, *University of Washington*; Bea Olmstead, *Hamtramck [Michigan] Public Schools*; Waldo Phelps, *University of California at Los Angeles*; Oretta Jane Whitworth, *Amarillo [Texas] Senior High School*.

### UNDERGRADUATE STUDY

Mildred F. Berry, *Rockford College*; Roberta M. Buchanan, *St. Petersburg [Florida] Junior College*; Arthur Eisenstadt, *Rutgers University*; H. L. Ewbank, Jr., *Purdue University*; Donald E. Hargis, *University of California at Los Angeles*; Alan Huckleberry, *Ball State Teachers College*; Wilbur E. Moore, *Central Michigan College of Education*; William H. Perkins, *University of Southern California*; A. L. Thurman, Jr., *Michigan State College*.

### GRADUATE STUDY

Clyde W. Dow, *Michigan State College*; Magdalene Kramer, *Teachers College, Columbia University*; Horace G. Rahskopf, *University of Washington*.

### TEACHING SPEECH TO PREACHERS

Fred J. Barton, *Abilene [Texas] Christian College*; Lowell G. McCoy, *University of Cincinnati*; Charles A. McGlon, *Southern Baptist Theological Seminary*; Charles E. Weniger, *Seventh-day Adventist Theological Seminary*.

### TEACHING SPEECH IN THE ARMED SERVICES

George F. Batka, *University of Maryland*; C. David Cornell, *The Adjutant General's School*; Eugene E. Myers, *U. S. Air Force*; H. Hardy Perritt, *University of Florida*.

### ADULT EDUCATION

Ernest S. Brandenburg, *Washington University*; E. C. Buehler, *University of Kansas*; Charles T. Estes, *Federal Mediation and Conciliation Service*; Harold O. Haskitt, Jr., *General Motors Institute*; James N. Holm, *Kent State University*; P. E. Lull, *Purdue University*; David Potter, *Michigan State College*; Wesley Wiksell, *Louisiana State University*; Harold P. Zelko, *Pennsylvania State University*.

### SPEECH CORRECTION

Ralph E. Frybarger, *Hyde Park School, Cincinnati, Ohio*; W. H. Perkins, *University of Southern California*; Oliver M. Skalbeck, *State University of Iowa*; Wayne L. Thurman, *Eastern Illinois State College*.

### DEPARTMENTAL EDITORS

BOOK REVIEWS, L. LeRoy Cowperthwaite, *Kent State University*.

IN THE PERIODICALS, Annetta L. Wood, *New Jersey State College for Women*.

AUDIO-VISUAL AIDS, Jon Hopkins, *Kent State University*.

THE BULLETIN BOARD, Waldo Phelps, *University of California at Los Angeles*.

*The Speech Teacher* is published four times a year in January, March, September, and November, by the Speech Association of America. Membership dues in the Speech Association of America are \$3.50 a year, of which \$3.25 is for a year's subscription to *The Speech Teacher*. Price of this issue is \$1.00. Publication office, The Artcraft Press, 10 Watson Place, Columbia, Missouri. General offices, Department of Speech, Louisiana State University, Baton Rouge, Louisiana. Editorial office, 9 Sixth Street Building, University of Illinois, Urbana, Illinois. Entered as second class matter at the Post Office at Columbia, Missouri.

## NOTE TO CONTRIBUTORS

Manuscripts of articles and correspondence concerning them should be addressed to the Editor, 9 Sixth Street Building, University of Illinois, Urbana, Illinois.

Contributors desiring reprints of articles appearing in *The Speech Teacher* should communicate with Artcraft Press, Columbia, Missouri, not later than fifteen days before the date of issue.

Copyright 1955 by the SPEECH ASSOCIATION OF AMERICA.

# *The* Speech Teacher

Vol. IV · SEPTEMBER, 1955 · No. 3



What is New in the Speech Association of America?	<i>Magdalene Kramer</i>	149
The Time for Action is Now	<i>Karl F. Robinson</i>	155
Great Teachers of Speech		
III. Wayland Maxfield Parrish		
Teacher and Colleague	<i>Marie Hochmuth</i>	159
Colleague and Counselor	<i>Richard Murphy</i>	161
Colleague and Scholar	<i>Herbert A. Wichelns</i>	163
Paperbacks: The Teacher's Friend		
II. General Speech	<i>Dominic A. LaRusso</i>	165
The Prescriptive Selection and Use of Speech in the Classroom	<i>Oliver W. Nelson</i>	167
On Receiving your First Appointment as a Speech Correction Teacher	<i>Sylvia Chipman</i>	173
The Siamese Twins	<i>Hudson F. Wilcox</i>	176
The High School Principal and the Teacher of Speech	<i>Charles L. Balcer</i>	183
A Pattern of Discussion	<i>Laverne Bane</i>	187 —
Some Observations on High School Discussion	<i>David W. Shepard</i>	191 —
An Evaluation of the Small Liberal Arts College Speech Curriculum	<i>Lin Welch</i>	196
Bringing the Forensics Program to the Taxpayer	<i>James P. Dee</i>	200

## Book Reviews

Speech for the Classroom Teacher	<i>William S. Smith</i>	204
The Teacher Speaks	<i>Margaret Wood</i>	205
Language Arts for Today's Children	<i>Elaine McDavitt</i>	205
Burns into English	<i>Patricia McIlrath</i>	206
Holiday Book for Verse Choirs	<i>Faith Swartz Willson</i>	206
What About Speech! and A Guide to Better Hearing	<i>Eleanor L. Gray</i>	207
Effective Communication: A Guide to Reading, Writing, Speaking and Listening	<i>Thomas R. Lewis</i>	207
The Art of Good Speech	<i>Carroll C. Arnold</i>	208
Speech Correction through Story-Telling Units	<i>Zelda Horner Kosh</i>	209
Public Speaking for College Students	<i>Eugene C. Chenoweth</i>	210
The President and the Congress: The Conflict of Powers	<i>John A. Oostendorp</i>	210
The Censorship of Books	<i>Karl R. Moll</i>	211
Oral Decision-Making	<i>C. C. Bender</i>	212
In the Periodicals		213
Audio-Visual Aids		217
The Bulletin Board		221



# The SPEECH TEACHER

Vol. IV, No. 3

September, 1955

## WHAT IS NEW IN THE SPEECH ASSOCIATION OF AMERICA?

Magdalene Kramer

THE reorganization of the Speech Association of America and the revision of its Constitution are the results of thoughtful work by many different individuals over a period of several years. In 1950, because of certain immediate problems, the Executive Council appointed a committee to study the status of affiliated organizations.<sup>1</sup> The appointment of this committee was probably the first step toward consideration of a new structure for the Speech Association of America. At the 1951 convention, Wilbur E. Gilman in his presidential address, "Unity in Diver-

sity,"<sup>2</sup> proposed a plan for the reorganization of the Association. Professor Gilman's recommendations led the Executive Council in December, 1951 to appoint a Committee on Structure charged with the responsibility of studying the basic organization of the Association.<sup>3</sup>

The Committee on Structure first reported to the Executive Council at the December, 1952 convention in Cincinnati. At that time the committee presented criteria the members had formulated as possible guides in planning a new structure for the Speech Association of America. In essence, the criteria were as follows:

1. The plan should unify the Speech Association of America.
2. The plan should provide for wider participation by the members in the operation and policy-making functions of the Speech Association of America.
3. The plan should provide for more participation by the members in the planning of the convention programs of the Speech Association of America.
4. The plan should provide for more effective use of committee reports.
5. The plan should provide for the organization of committees in such a way that more active and more functional groups may be formed.

<sup>2</sup> *The Quarterly Journal of Speech*, XXXVII (April, 1951), 123-132.

<sup>3</sup> See "Committee on Committees," *The Speech Teacher*, I (September, 1952), 206-207.

To a former student and colleague of Professor Kramer it seems impossible that she should require introduction to readers of *The Speech Teacher*. But along with the realization that not everyone has had an opportunity to work under and with her comes the problem of selecting the details to use in identifying her. An adequate introduction (assuming one had a sufficiently eloquent pen) would be longer than her essay; the omissions that lack of space would necessitate would elicit letters of protest from all her students and friends. Hence only these meagre facts, which any stranger might glean from our *Directory*: Professor Kramer is Chairman of the Department of the Teaching of Speech and Dramatics at Teachers College, Columbia University, and in 1947 was President of The Speech Association of America. No one in our Association has worked more tirelessly and selflessly than she, not only on the revised Constitution, but on every other major problem which has confronted the Association while she has been a member of it.

<sup>1</sup> See "Excerpts from the Minutes of the Executive Council," *The Quarterly Journal of Speech*, XXXVII (April, 1951), 212-214.

6. The plan should provide the machinery by which any group of members with common interests may band together within the Association for study and exchange of information on common problems.
7. The plan should provide machinery by which the Association may constantly plan for the future.

The Executive Council approved the criteria; the enlarged Committee on Structure<sup>4</sup> spent the next year in outlining a plan for the reorganization of the Association. The plan included provisions for

1. *A Legislative Assembly*: a policy-making body composed of delegates elected primarily by members of the Association.
2. *An Executive Council*: an administrative body composed mainly of officers and editors of the Association.
3. *Area Groups* organized around subject matter areas of interest, or teaching level, or both.

Paul D. Bagwell, Chairman of the Committee on Structure, presented the plan to the Executive Council at the 1953 convention in New York.<sup>5</sup> The Council approved in principle the general concept of the plan and empowered the incoming president to appoint a committee to consider the necessary revision of the Constitution. At a business meeting of the Association the members voted to refer without prejudice the proposal of the Committee on Structure to the Committee on Constitutional Revision.<sup>6</sup>

The latter committee, appointed by Karl R. Wallace, studied carefully the proposed plan outlined by the Committee on Structure and revised the Constitution accordingly. In considering revisions, members of the committee

tried to keep in mind the criteria stated by the Committee on Structure. In addition they constantly asked themselves three questions: Is the proposal logical? Is it practical? Is it feasible?

The proposed revised Constitution was published in *The Quarterly Journal of Speech*<sup>7</sup> and *The Speech Teacher*.<sup>8</sup> On Sunday, 26 December, just prior to the opening of the annual convention in Chicago, about fifty members of the Association discussed the proposed Constitution throughout the day and evening. Some changes were recommended and accepted. On Tuesday evening, 28 December, 1954, at an open business meeting to which all interested members had been invited, the revised document was presented to the Association. Again some changes were recommended and accepted. Before the close of the meeting, the Constitution was adopted unanimously. The completed document has appeared in *The Speech Teacher*.<sup>9</sup>

What is now the basic organization of the Association? What major changes have been made? How will individual members be affected by the changes? The following explanation, it is hoped, will provide answers to these questions.

The purposes of the Speech Association of America remain the same as they were in the previous Constitution: "The Association is dedicated to the study of speech as an instrument of thought and of social co-operation, to the promotion of high standards in the teaching of the subject, to the encouragement of research and criticism in the arts and sciences involved in improving the techniques of speech, and to the publication of related information and research studies." The officers and editors are the same, but there is one

<sup>4</sup> See "Committees for 1953," *The Speech Teacher*, II (September, 1953), 213-214.

<sup>5</sup> See "Report of the Committee on Structure: Outline of the Plan," *The Speech Teacher*, III (March, 1954), 138-139.

<sup>6</sup> See "Excerpts from the Minutes of the Executive Council," *The Speech Teacher*, III (March, 1954), 136-137.

<sup>7</sup> XL (October, 1954), 313-324.

<sup>8</sup> III November, 1954), 279-291.

<sup>9</sup> IV (March, 1955), 118-128.

change in succession to office: under the new Constitution the Second Vice-President succeeds to the First Vice Presidency and then to the Presidency.

Three important bodies form the basic structure of the Association: (1) The Administrative Council, (2) The Legislative Assembly, and (3) The Interest Groups. The responsibilities of the Executive Council under the former Constitution are now divided between the Administrative Council and the Legislative Assembly.

The Administrative Council, acting as the legal representative and the manager or the executive, conducts the business of the Association, supervises the finances, and makes final decisions concerning all expenditures of funds. The Administrative Council is a small body having only twenty-five members; the small number was selected deliberately so that the Council may function effectively as an administrative body. The members of the Council are the five officers: the President, the Executive Vice-President, the First and Second Vice-Presidents, the Executive Secretary; the three editors: of *Speech Monographs*, *The Quarterly Journal of Speech*, and *The Speech Teacher*; the five immediately past officers; the three immediately past editors; the three members of the Finance Committee; and six members elected at large, two each year for a term of three years.

The Legislative Assembly has the responsibility of formulating the policies of the Association. Because of this particular function, the Assembly has a large membership (175-200) composed of members at large and representatives of geographical areas, of Interest Groups, and of regional and national organizations. The composition of the Assembly is as follows:

1. Ninety delegates elected at large, thirty each year for a term of three years.
2. Forty-eight delegates elected from four geographical areas on ballots cast by members of the Association resident in the respective areas, sixteen each year (four from each area) for a term of three years. It should be noted that the four geographical areas do not coincide with areas represented by regional organizations; instead, they represent in general the Eastern, Central, Western, and Southern parts of the United States and Canada. Regional and state organizations may recommend any number of candidates to the Nominating Committee, which in turn may select those recommended or may substitute or add names of candidates. A particular point to note is that members vote for *only* those candidates from their particular geographical area.
3. A representative from each Interest Group.
4. The Presidents and Executive Secretaries (or their designated representatives) of the following regional associations: the Speech Association of the Eastern States, the Central States Speech Association, the Southern Speech Association, the Western Speech Association, and the Pacific Speech Association.
5. One member chosen for a term of one year by each of the following national organizations: the American Speech and Hearing Association, the American Educational Theatre Association, the National Society for the Study of Communication, the American Forensic Association, and other associations the Administrative Council later recognizes.

The three officers of the Legislative Assembly are the Speaker (who is also the Second Vice-President of the Association), the Clerk (who is appointed by the President), and the Parliamentarian (who is nominated by the Executive Committee of the Legislative Assembly and elected by the Assembly).

In order to expedite the business of the Legislative Assembly, a small group functions as an Executive Committee. This committee is composed of (1) the Speaker, the Clerk, and the Parliamentarian; (2) the Presidents of the Regional Associations or their authorized representatives; (3) representatives of the American Speech and Hearing Asso-

ciation, the American Educational Theatre Association, the National Society for the Study of Communication, and the American Forensic Association; (4) eight representatives of geographical areas elected by the Assembly, four each year for a term of two years; (5) four representatives of Interest Groups elected by the Assembly, two each year for a term of two years.

The primary functions of Interest Groups are to assist the First Vice-President of the Association in the planning of the annual convention program and, through study committees, to achieve the purposes of the Association. The organization of an Interest Group may be initiated by a sponsoring committee of three members of the Association. (Procedures for organizing an Interest Group are clearly outlined in the By-Laws; official forms for organizing may be obtained from the Executive Secretary.) Before the resolution to form a new Group can be submitted officially, the signatures of one hundred members of the Association must be obtained as evidence of support of the resolution. Any national association which has met with the Speech Association of America at a past convention may request the Administrative Council to approve that association as the agency sponsoring the related Interest Group. A Group may appoint committees to undertake studies or business directly related to the work of that particular Interest Group. The officials of an Interest Group are (1) a Chairman, who presides at meetings of the Group; (2) a Vice-Chairman, who assists the First Vice-President of the Association in planning the Group's program for the annual convention, and who, after serving one year, succeeds to the Chairmanship; (3) a Secretary; (4) a delegate to the Legislative Assembly, who

may be the Chairman, the Vice-Chairman, or any representative selected by the Group; (5) an Advisory Committee composed of three members; and (6) a Nominating Committee composed of five members.

The Committees of the Association are practically the same as those serving under the former Constitution, but their responsibilities are more definitely stated. The committees whose responsibilities are largely administrative will report to the Administrative Council, and those whose responsibilities are related to policy-making will report to the Legislative Assembly. Some committees will report to both the Administrative Council and the Legislative Assembly.

Since after the inauguration of the new Constitution the affairs of the Speech Association of America will be conducted by representatives of members, provision has been made for any member of the Association to bring matters of importance to the attention of the Association by submitting recommendations to the Committee on Resolutions to the Legislative Assembly.

Procedures for nominations under the new Constitution are similar to those now in operation, but elections will be primarily by written ballot. There is one major change in procedure. Under the new Constitution, two candidates for the Second Vice-Presidency, for every place on the Administrative Council, and for every place on the Legislative Assembly will be nominated.

Dues for each type of membership, increased by one dollar, are as follows:

Student Membership	\$ 3.50
Regular Membership	4.50
Sustaining Membership	16.00
Institutional Membership	16.00



The increase of one dollar will provide an additional sum in the annual budget to cover regular allotments to Interest Groups and extra funds for special projects the Groups undertake. It will also provide for larger allotments to the three publications to permit wider coverage of the activities of the Association and of the Interest Groups.

Two new types of membership are established: Emeritus and Life Memberships. Details concerning both types are stated in the By-Laws, Article I, Sections 6 and 7.

The new Constitution will become effective on 1 January, 1956, immediately following the convention in Los Angeles. Procedures to be followed during the gradual change-over to the new organization are described in Article XIII of the Constitution and in the By-Laws. It may not be possible to have a fully organized and functioning Legislative Assembly in Chicago in 1956, but it is hoped that by 1957 the Association will be completely reorganized and operating fully under the new Constitution.

The steps which must be taken and the dates by which each step must be completed if the organization of the Speech Association of America is to function under the new Constitution, beginning in January, 1956, are outlined in the following

#### TIME TABLE

1. During the fall of 1955 the membership of the Speech Association of America will elect three members of the Nominating Committee to serve in Los Angeles in 1955. The Executive Council will elect two members. In the future the Administrative Council will elect one member and the Legislative Assembly one member.
2. During their meetings in the spring or fall of 1955 the regional and state associations may name those members of the Speech Association of America whom they wish to propose for nomination as candidates for the Legislative Assembly. *Not later than the first day of the 1955 meeting in Los Angeles they will submit these names to the Nominating Committee.*
3. At the Los Angeles meeting in 1955 the Nominating Committee will
  - a. Nominate four candidates for two posts as members-at-large of the Administrative Council.
  - b. Nominate two candidates for Second Vice-President.
  - c. Nominate sixty candidates for a one-year term, sixty for a two-year term, and sixty for a three-year term as delegates-at-large to the Legislative Assembly.
  - d. Nominate thirty-two candidates (eight from each of the four geographical areas) for a one-year term, thirty-two for a two-year term, and thirty-two for a three-year term in the Legislative Assembly.
4. Not later than 31 January, 1956, the Nominating Committee will report the list of candidates to the editors of *The Quarterly Journal of Speech* and *The Speech Teacher*.
5. Not later than 1 November, 1956, mail ballots for officers, members of the Administrative Council, and delegates to the Legislative Assembly will be returned to the Executive Secretary.
6. Interest Groups may initiate organization at the Los Angeles meeting in 1955:
  - a. Three members of the Association shall form a sponsoring committee.
  - b. On a form to be obtained from the Executive Secretary the sponsoring committee shall make a formal statement of intention to organize, to which at least twelve other members of the Association shall affix their signatures.
  - c. The sponsoring committee shall send four copies of the prepared statement and the list of signatures to the Executive Secretary for the use of
    - (1) The First Vice-President
    - (2) The editors of *The Quarterly Journal of Speech* and *The Speech Teacher*.
    - (3) The Executive Secretary
  - d. At the initial meeting requested by the sponsoring committee the Group shall form a temporary organization in accordance with parliamentary procedure and shall elect a temporary chairman and a temporary secretary. The Group shall adopt a resolution setting forth
    - (1) The name and scope of the Group
    - (2) The purposes



- (3) The differentiation of the Group from existing Interest Groups
- (4) The relationship of the Group to the field of Speech
- e. The temporary officers shall obtain the signatures of one hundred members of the Association in support of the resolution.
- f. The temporary chairman of the Group shall submit to the Executive Secretary on the official form the resolution with the one hundred signatures and the names of the temporary officers.
- g. Upon receiving notice of a favorable action from the Administrative Council, the Group shall organize a permanent Interest Group as provided for in Article V, Section 4 of the By-Laws.
- 7. The new Constitution will become effective on 1 January, 1956, after the 1955 meeting in Los Angeles.
- 8. The 1956 meeting in Chicago will operate in accordance with the new Constitution.

### EXCURSUS

To the efficacy and permanency of your Union, a Government for the whole is indispensable. No alliances, however strict, between the parts can be an adequate substitute. They must inevitably experience the infractions and interruptions which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay, by the adoption of a Constitution of Government, better calculated than your former for an intimate Union, and for the efficacious management of your common concerns. This government, the offspring of your own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its Laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true Liberty. The basis of our political systems is the right of the people to make and to alter their Constitutions of Government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole People, is sacredly obligatory upon all. The very idea of the power and the right of the People to establish Government presupposes the duty of every individual to obey the established Government.—George Washington, "Farewell Address to the People of the United States."

# THE TIME FOR ACTION IS NOW

Karl F. Robinson

## INTRODUCTION

MOST of us who have worked for many years to develop speech programs are genuinely concerned about the future of speech training at all levels of education. Some are dubious about new patterns of course work for instruction; no small number dislikes the splitting-off of special groups from the original mother speech organization; others are sincerely agitated when the current debate proposition is criticized; a large group continues its perennial concern with philosophies, teaching methods, materials, audio-visual aids, and other areas of specialization. All of these are worth-while interests for conscientious teachers. At the 1954 convention in Chicago some fifty meetings were devoted to subjects of this type. The meetings were of high quality; persons attending them had the opportunity to learn much. But one vital factor in our professional future was *not* discussed to any extent in these meetings; our speech journals do not prominently publicize it; it is apparently passed over and taken for granted by most of us who would like to insure a sound future for speech

Probably no member of our Association has written more for its periodicals than Professor Robinson, who is one of the major forces in the training of teachers of speech for the high school. His textbook, *Teaching Speech in the Secondary School* [Longmans, Green and Company], has gone into its second edition. But Professor Robinson's influence on teaching is not confined to the printed page: as Professor and Chairman of the Department of Speech Education of the School of Speech of Northwestern University, he serves as mentor for prospective teachers, and through the Annual High School Institute in Speech (for the past twenty-five years a summer activity at Northwestern) he maintains his acquaintanceship with high school students.

education in all its aspects. That factor is the question of the *supply of trained speech teachers in the next fifteen years*. Unless we as a group take action now, we may face the loss of most of what we have been building since 1900.

It is a fact that *speech programs at all levels of education, now or in the future, are no stronger than the teachers entrusted with their development and administration*. What, then, is the result if we lack the teachers to carry on this work? What happens, now that speech is gaining support educationally, if we cannot furnish faculties to conduct the expanding programs which have been developed?

The answer is obvious. The programs will be watered down, weakened, or lost. We face a critical situation. Let us examine it, and then do something about it. *The time for action is now!*

## THE PROBLEM

1. *The Staggering Increase of Students, 1955-1970.*

In 1945-1946 there were 23,300,000 pupils in the public schools. This past year (1954) the United States Office of Education<sup>1</sup> reported a total of 33,100,000, of which 6,400,000 were in high schools and 26,700,000 in elementary schools. College enrollments stood at 2,469,000. The war babies, now in elementary schools, are growing up, and soon will crowd the secondary schools. Add to this number that of the normal

<sup>1</sup> See "The 1953 Teacher Supply and Demand Report," prepared by the NEA Research Division, *The Journal of Teacher Education*, IV (March, 1953), 3-45.

birth rate. This past year it was 4,000,000 children. In addition, we find that now about 95 per cent of the 14- and 15-year-olds, and approximately 75 per cent of the 16- to 17-year-olds are in high school. These are higher percentages of the pre-adolescent and adolescent populations than formerly attended schools.

Projecting these trends, in 1965 we can expect 48,000,000 children of school age. Of these, some 10-12,000,000 will be in high schools, and about 36,000,000 in elementary schools. On the basis of the present rate of high school graduates attending college (31 per cent) there will be 4,220,000 college students by 1970. If 40 per cent of them go to college, as they well may do, we will have 5,500,000; if 50 per cent of high school pupils continue their education, 6,700,000 will be attending college in 1970.<sup>2</sup>

If we apply the same ratios to current enrollments in speech at all levels of instruction, with no allowance for expansion of programs during the fifteen-year period, we can expect twice as many pupils in high school speech classes and activities. College classes will double or triple in number. Speech and hearing clinics for pupils in the elementary schools will have to serve an additional 100,000 cases. If speech training expands in the next fifteen years in proportion to its growth in the past fifteen years, by 1970 speech faculties may well have to serve three times as many students as they do now.

## 2. *The Supply of and Demand for Teachers, 1955-1970.*

### a. *Quantity.*

We cannot now meet the demand for teachers produced by these increased numbers of pupils. There is need for

100,000 new teachers each year. These must (1) fill vacancies: replace those leaving the profession and (2) fill new positions. The minimum *low* figure for replacements is 50,000 per year. An average figure is 75,000. Thus we need an annual production of 175,000 teachers per year. In 1954 700,000 children were deprived of educational opportunity because of the shortage of teachers.

Projecting these figures, in 1965 we shall need 500,000 more teachers than we do at present to meet the student demand in elementary and secondary schools. To serve college needs at the *minimum* estimate based on 31 per cent of high school graduates attending, and with the same teacher-pupil ratio, we will need an additional 150,000 college teachers by 1965. This figure may run as high as 300,000 if larger percentages of students graduating from high school go to college.

### b. *Turnover and Replacement.*

The national figure of 75,000 annual replacements is an item for serious consideration. One teacher in four leaves the field for economic reasons. Although salary levels are moving upward, they have not generally kept up with increases in the cost of living.

Restricted patterns of personal and social activity, community attitudes, problems of housing, and comparable factors have also affected teacher turnover.

Replacement in the field of speech is a particularly critical matter. This fact becomes quite apparent in the consideration of specific cases. Recently two veteran high school teachers of speech of my acquaintance left their positions.

One retired after many years of work. She had built an unusually strong four-year curricular sequence and had an extensive reputation for excellent foren-

<sup>2</sup> Ronald B. Thompson, "Rising Educational Needs," *College and University*, XXIX (July, 1954), 556-563.

sic and interpretative activities. Hundreds of former students and parents had lived successful lives because of her contributions to their education. In her community and state she represented a stronghold for speech training. Her influence affected many colleagues. Available teachers were scarce when she left; a younger, less dedicated person replaced her. Since that time, the speech program in that school has steadily lost ground. Two elective courses have been dropped; activities in the school are sketchy. The whole cause of speech education was affected by this replacement.

In the second situation the teacher resigned after ten years' service in order to take an advanced degree. She had developed a strong, required basic speech course, a fine dramatic program, and an effective radio workshop in connection with a local station. Although the superintendent knew of the vacancy well in advance of her resignation, he delayed, thinking he could fill her post easily because of the prestige of the school and its speech program. He was caught without a competent successor for her. He used a poorly-prepared substitute in the system for a year. In the meantime the supply of teachers became even smaller. Now, after two years, he is still "shopping," and hopes to obtain "the right person" this fall. What has happened in this situation? Speech training has slipped badly. The pupils have lost interest. Ten years of planning and building may have been lost completely. Again, the field suffers.

Replacement is a critical problem in speech. We are still in the stage of growth and development. We need an adequate supply of teachers; they must be strong and well prepared. We cannot afford to lose the progress we have made because replacements are either poorly

trained or insufficient in number. In the years ahead the problem inevitably will be more acute and more serious.

c. *Preparation and Sub-standard Certificates.*

Since 1945-1946, when 115,000 were teaching with sub-standard certificates, the number has been reduced to 63,649 in 1953. Year-to-year bases for issuance, as well as preparation of new teachers, has been helpful in reducing the original number. But it is not reassuring to find so great a number of weakly-prepared teachers still in the classroom. Significant is the fact that the reduction of the number has decreased in the past two years as the upsurge of enrollments has continued. Quality of instruction is further threatened if sub-standard certificates are of necessity increased as the shortage of fully trained teachers increases.

d. *Shortage of Special Teachers.*

Of particular importance to our field is the shortage of special teachers in such areas as retarded reading, cerebral palsy, deaf and hard of hearing, and speech correction and improvement. A survey of 108 cities with populations over 100,000 reveals that in 40 per cent of the cities there is a shortage of teachers for the deaf and hard of hearing; in 20 per cent there is a shortage of speech correctionists; in 19 per cent a shortage of teachers for children with cerebral palsy; in 48 per cent a shortage of teachers for children whose reading is retarded. In all, 66 per cent of the cities reported some shortages of special class teachers of all types.<sup>3</sup>

Figures from the American Speech and Hearing Association indicate a similar shortage at present, with increases

<sup>3</sup> Sidney H. Firestone and Jacob S. Orleans, "The Shortage of Special Class Teachers in Large Cities," *The Journal of Teacher Education*, IV (March, 1953), 59-64.



inevitable in view of developing school enrollment figures.

Professor Max D. Steer of Purdue University, Chairman of the Planning Committee of the American Speech and Hearing Association, made this statement on January 12, 1955:

Using 1951 United States census figures, we estimate that there were 1,870,000 speech defectives in the elementary and secondary schools. An additional 1,250,000 were hard-of-hearing. 1954 population figures indicate 1,972,000 speech defectives. To meet the need presented by these persons alone, we should have 20,000 trained therapists. Our present membership in the American Speech and Hearing Association including all grades of members is only 3,178 as of September 1, 1954. The number of cases needing help is roughly four times that of the people trained, considering that a normal load for a therapist is 100 cases.

If we project our needs to 1965, we estimate that we shall have over 2,500,000 speech defectives needing attention. To serve the increasing numbers we shall have to train a minimum of 3,500 speech therapists a year. This figure includes replacements for those who leave the profession and new teachers.<sup>4</sup>

#### SUGGESTED SOLUTIONS

There is no one solution for this impending problem. There are several possible solutions, all of which can be simultaneously executed:

##### 1. *The Special Committee of the Speech Association of America.*

At the writer's suggestion to the Executive Council, President-Elect Thomas A. Rousse appointed a special committee to attack the problem. It is important for all Association members to cooperate fully with this group.

##### 2. *Publicity.*

Awareness of any problem is the first step in its solution. Articles, pamphlets, and bulletins can communicate the rele-

vant facts as well as recommendations for the action we must take to recruit teachers.

##### 3. *Conferences and Institutes.*

Conferences, institutes, and clinics, held during the summer months or the regular school year for prospective teachers in general and for high school students particularly, have many possibilities. Co-operating colleges and their speech faculties can help students looking forward to a lifework by developing early interests in teaching careers.

##### 4. *Future Teachers of America.*

This organization already has chapters in many localities throughout the United States. They are usually organized in high schools to interest teenagers in teaching. Members of these groups study, plan, and work together to obtain dedicated, qualified young men and women for the teaching profession in general.

##### 5. *Continuing, Individual, Personal Recruitment.*

This method seems to have the greatest potentialities. The speech teachers of the future are now in speech classes and activities in elementary schools, secondary schools, and colleges. All of us, the present speech teachers, have the opportunity to motivate desirable, competent young people to enter the profession. Most of us are now speech teachers because of the influence and guidance of teachers before us.

The answer to the problem of teacher supply so necessary to insure speech programs now in existence and in the future is a *systematic policy of personal recruitment*. We cannot expect other organizations or other individuals to do the work for us.

*The time for action is now!*

<sup>4</sup> This quotation from the Chairman's Report was verified in a telephone conversation on 15 January, 1955.



# GREAT TEACHERS OF SPEECH

## III. WAYLAND MAXFIELD PARRISH

### TEACHER AND COLLEAGUE

Marie Hochmuth

On 1 September, 1955, Wayland Maxfield Parrish became Professor Emeritus. To honor Professor Parrish as retiring colleague, as author, and as scholar, the Department of Speech of the University of Illinois sponsored a luncheon on 28 December, 1954, as part of the annual Convention of the Speech Association of America.

The papers their authors read at the luncheon ("The Useful Study of Phonetics," Lee S. Hultzén, "The Teacher as Reader and Interpreter of Literature," Marvin T. Herrick, and "Rhetoric as a Humane Study," Everett Hunt), representing three facets of Professor Parrish's interests, appeared in *The Quarterly Journal of Speech* for April of this year. Complementary to these essays are the texts of these speeches which three of his colleagues delivered at the luncheon.

AT this stage of the program our victim is likely to be steeling himself to "take it." For the benefit of my teacher and colleague I'd like, in good

Professor Hochmuth reveals a great deal of herself between the lines of her essay, as well as in them. Among the facts she does not give are that she is Associate Professor of Speech at the University of Illinois, and co-editor (with Professor Parrish) of *American Speeches*, which Longmans, Green and Company published in 1954. She is also editor of another book soon to come from Longmans, Green's presses, the third volume of *The History and Criticism of American Public Address*.

Professor Hochmuth has written for *The Quarterly Journal of Speech* and for many other professional journals, but this is her first appearance in *The Speech Teacher* this side of "Book Reviews."

professorial manner, to quote from Clement Attlee's editing of Shakespeare's *Julius Caesar* on the occasion of Churchill's eightieth birthday: "I come, not to bury Caesar, but to praise him."

I shall drop the allusion to Caesar as not being further applicable. But Clement Attlee, as a champion of the laboring classes, affords me a metaphor that I can use. I guess I first became a member of the laboring class in 1928. In truth, I had a skirmish earlier, and was not quite sure about taking out a union card. Professor Parrish had judged some high school debate colleagues of mine two or three years earlier and found their membership "not in good standing." It seemed to me at the time that qualifications for membership in his union were pretty high.

But in 1928 I applied, and I am still trying to qualify.

I have been told "earnestly and authoritatively" that "Education Means Knowing Words," and "that a false accent or a mistaken syllable is enough, in the parliament of any civilized nation, to assign to a man a certain degree of inferior standing for ever."

I have listened with "The Listeners" to the call of de la Mare's Traveler,

Though every word he spake  
Fell echoing through the shadowiness of the  
still house

From the one man left awake:

I have aspired with "The Little Eohippus"

. . . to be a horse

And on my middle finger-nails

To run my earthly course;

I have, like a faithful grandchild of Cornell, learned to ponder gravely the question, "Who is to Blame?" and to conclude, "Public duty in this country is not discharged, as is often supposed, by voting. A man may vote regularly and still fail essentially of his political duty, as the Pharisee, who gave tithes of all that he possessed and fasted three times in the week, yet lacked the very heart of religion."

With Wordsworth I learned

The World is too much with us; late and soon,  
Getting and spending, we lay waste our  
powers;

With Miniver Cheevy I "assailed the  
seasons," and "wept that [I] was ever  
born," and I "had reasons."

And I learned to swear with a con-  
fident air with Browning,

Water your damned flower-pots, do!  
If hate killed men, Brother Lawrence,  
God's blood, would not mine kill you!

I've charted my way through Aristotle's *Rhetoric* and *Poetics* line by line. Like the Headmaster of the Boston Latin School, The Colonel never seemed troubled by not being in line with changing educational practices. "Human nature hasn't changed very much," "Aristotle's still pretty good today," he used to say to refute the miracle men and quick-success artists.

As a critic, he never found my interpretations "just lovely," or my speeches "worthy of Curtis or Ingersoll." Donald Bryant, a few years ago, named the critical practice. "Rigor" was the word he had for it.

And so I'm still trying to qualify for membership in The Colonel's union.

As has often been observed, "The power to impress one's fellow creatures is one of the most elusive of mysteries." But if one were to ask me what Professor Parrish's chief influence on me has been, I would have an answer—and I think it may surprise him.

Professor Parrish directed my master's thesis back in 1936, his last stroke before leaving the University of Pittsburgh. I shan't go into all the details of his making me trace 132 allusions for an appendix, after I thought I had finished the greatest study on Whately—since his own, that is. I remember turning in my first chapter—a little specimen of stylistic genius, I thought, particularly since I was working on Whately's style—and was self-conscious about it. Professor Parrish looked at it and began a grumble that sounded a little like a collie dog trying to decide whether the occasion called for sport or for an offensive. Directly he remarked, "You write just like a German!"

Undoubtedly I did, but as a German a little ashamed of my heritage, as was the habit of youngsters before we became international-minded, that remark stung. The psychiatrists weren't around much yet to help me build up a complex, or to describe what I had as a traumatic experience that would leave a scar. So what I had was a *problem*: How does an Englishman write that makes him write like an Englishman and not like a German?

I remember that Professor Parrish tried to get over the idea that a sentence was not an uninterrupted journey up the Rhine River, but that one could get off at Coblenz, or Bonn, or Cologne—and that even between points one didn't try to take in all the scenery.

As a colleague, Professor Parrish has continued to police what I write. And make no mistake about it, he still calls me down for writing sentences that move across a page like freight cars about to go off the track.

There is much talk these days about the deterioration of English usage. I doubt if Professor Parrish has contributed much to hasten this deterioration.

He loves, as does an Englishman, the nobility of an English sentence.

I want to conclude these remarks with a quotation from Professor Parrish's beloved contemporary poet, Ogden Nash:

Humility is a wholesome victual,

But why shouldn't the eagle scream a little?

Our eagle has done very little screaming in the years that I have known him, so I am moved to do a little screaming for him.

## COLLEAGUE AND COUNSELOR

Richard Murphy

Mr. Chairman, Loyal Illini, Friends of Professor Parrish (including Mrs. Parrish):

This time years ago a group from Illinois was on its way to another convention. The train was crowded, with people standing in the aisles. Mr. Parrish, not one to skip a supper without cause, suggested we make a foray on the diner somewhere in the rear. In one of the coaches we encountered a character having difficulty with equilibrium, partly from the lurching train, partly from a too constant liquid diet. Mr. Parrish, at that point running interference, took the full force of the contact. The character straightened up, his eyes popping as he beheld that wonderful physiognomy. "Don't tell me," he exclaimed, steadying himself and being steadied, "Don't tell me! I know what you are!" We steadied ourselves for invective and abuse. But instead came this description: "You are a Doctor of Philosophy, that's what you are, a Doctor

of Philosophy." Perhaps our peripatetic friend's inspiration came from the muse, for he spoke true. Mr. Chairman, if anyone ever could rightly be called a Doctor of Philosophy, it is Professor Parrish.

Curiously enough, I never had a class with him. In my senior year at Pittsburgh he was on leave at Cornell. (Parallel, and equally ironic, Mr. Parrish never had a class with Winans, because the grand old man had gone to Dartmouth when Parrish got to Ithaca.) But in two universities, for parts of four decades and a total of almost two, Mr. Parrish and I have been office mates. I began my college teaching under his direction. Through the years I have sat in many sessions on study, teaching, and writing in which he has been senior counselor. I know my man too well to try encomium; he neither likes high praise nor, Mr. Chairman, is he ready for demise. But from years full of association and a heart full of appreciation, I want to read into the record, with as much restraint as I can muster under these inspirational surroundings, some comments on Mr. Parrish as man and counselor.

He is what might be called a clean-desk man. Basic in any office he occupies is a man-sized wastebasket, within range of an easy, direct hit. Parcels of third-class materials on academic diuretic are consigned immediately. His library is select, the books he reads and

Professor Murphy has been a willing and discriminating (if dilatory) book reviewer for *The Speech Teacher* since its beginning. It is his fault, not the Editor's, that this is the first time his name has appeared "in the front of the book."

But for other journals he has written wisely and wittily, chiefly on matters forensic and parliamentary. His comparison of Oxford debaters with their American opposite numbers should become a classic if it has not already done so. No doubt the fruits of a recent sabbatical leave he spent in Great Britain will see publication before too long, but he has thus far cannily avoided making any commitments to this journal.

cherishes. He is one to know, rather than to collect or store, books. Most worn is *The Rhetoric of Aristotle* in the translation of his teacher, Lane Cooper. Next is the selected dialogues of Plato, also in the Cooper rendering. Neither on his desk nor in his study are shoeboxes of notes on projects unfinished. What he knows, he knows, and what he has wanted to say, he has written. His life, like his desk, has been uncluttered.

Professor Parrish, Mr. Chairman, is a man of first principles. Early in his career he developed a philosophy, and he has held to it. Vogue after vogue in fashions of discourse have left him unmoved. Nor have the pedagogic battles on academic efficiency ever embroiled him. Integration, semantics, dynamics, zatetic, the new poetry have their day, but he has held to his universals. Nor has he ever joined the "You, too, can get what you want out of life through speech" cult. Indeed, he fully acknowledges that one may occasionally go down to defeat practicing the principles of substance and integrity he advocates, but one will go down with honor, in good voice, with excellence in interpretation and prose style, and with a lively sense of communication. In civil affairs, as in academics, he has followed the straight path. *The New Republic*, of which he is a charter subscriber, has had its deviations these cataclysmic years, but not Mr. Parrish. Through prosperity and depression, through stability and hysteria, he has been an unswerving humane liberal and social reconstructionist, outraged by encroachment on civil liberty and human rights, eager for governmental intervention to ease the lot of the underprivileged. The consistency of his conviction has steadied many a one doubtful of a world in flux.

Professor Parrish, Mr. Chairman, has believed thoroughly in the importance, the dignity, and the rewards—intangible

as they must be—of his profession. I have never heard him express regret that he didn't go into business and make a million, or into deaning and make seventeen thousand dollars a year (Illinois, not Swarthmore, Everett). Many a young graduate—I do not know the count—he has started on a career of teaching, steadied their first trials, encouraged them to take advanced degrees, and sent them off to the provinces with his blessing. A university to Professor Parrish is a relatively simple affair, having something to do with learning and books, with the relations between master and student. For the excrescences of football and academic claptrap he has had little use.

In his days as chairman of a division, he was an efficient administrator. In his last year as chairman at Illinois, he looked after a staff of thirty people, scheduled seventy-five sections of classes each semester without benefit of a typewriter or a girl in the office. Through the years of his chairmanship, the sociability and the esprit of the division were greatly aided and abetted by Mrs. Parrish, always alert to departmental nuances—the shyness of newcomers, the problems of furniture and babies—always able to accommodate the staff in informal and warm reception.

The Doctor of Philosophy, Mr. Chairman, has been a strong believer in professorial prerogative, in the rights of the faculty as opposed to political and administrative pressure. At the end of the war he served as secretary in reviving the Illinois chapter of the AAUP. He has been a strong defender of academic freedom and the sanctity of commitment. Frequently his convictions have been put to the test. One of the most dramatic occurred in the Pittsburgh days. The administration refused to renew the contract of an instructor in the division, on leave. To the President of the Univer-



sity the Chairman explained he had given his word that the young man was to return if he wished, the action had been approved, and that he would be forced to resign unless restoration, or some adequate explanation, were made—and he did resign.

"The greatest trust between man and man," said Bacon—and in deference to

Professor Parrish I quote from the Whately edition of the *Essays*, "The greatest trust between man and man, is the trust of giving counsel; for in other confidences men commit the parts of life . . . but to such as they make their counsellors they commit the whole—by how much the more they are obliged to all faith and integrity."

## COLLEAGUE AND SCHOLAR

Herbert A. Wichelns

Ladies and Gentlemen, Max and Greeta:

I see by the program that I am to talk about Max as colleague and scholar. I have not had the benefit of his colleagueship by any means as long as the preceding two speakers. It's more than thirty years ago that we two found ourselves in the University of Pittsburgh. We were the staff in public speaking. It has never had a better. But after just one year there, finding that the smog of Pittsburgh couldn't really be pierced even by our composite brilliance, I withdrew, leaving the field to Max. So there's one year in which actually we were closely associated. There's another at Cornell,

and there are a good many years of friendly correspondence, a good many years of intellectual sympathy and companionship, but never the intimate opportunity to know the wastebasket habits of Professor Parrish that Professor Murphy has so eloquently described.

Let me say just a word, in repetition of course, because the essence has now many times been said, about the qualities of the scholar. We all know that in the modern age, technique reigns over all; scholarship has become a technology not very different from plumbing and not very much clearer in its sense of direction at times. There has been always in the world, in the academic world, a countersense, a judgment that there are values that abide because they are human, because they belong to the human race; and thus there develops amongst that group a quality of interpretative skill, an ability to understand the essential positions, the essential experiences that the human race has undergone and that pays relatively less heed to the discovery of the exact day on which Whately finished his manuscript or carried it to the printer or even received a check for it. The distinction, I think, between the quest for novelty in adding to the store of erudition in the world and the quest for true under-

It would be an insult to the reader's intelligence (or is "knowledge" a better word here?) to identify Professor Wichelns. What the reader probably does not know, however, is that having Professor Wichelns as an author for *The Speech Teacher* is an editorial triumph, for his reluctance to rush into print exceeds even that of Professor Parrish. Professor Wichelns is immune to editorial blandishments, expending more energy in refusal than authorship would require, and saying "no" with lucidity and grace deserving a better fate than languishing in a storage file.

The Editor is especially eager to publish a stenographic transcript of a series of lectures Professor Wichelns delivered at the University of Illinois some five years ago, but a combination of journalistic ethics and the laws of literary property have thus far kept the texts out of type. Happily, in Professor Wichelns' speech, brief though it be, are explicit and implicit those principles which he should express for a larger audience than is privileged to hear him.



standing in finding and interpreting the essential things in the experience of the human mind is a distinction that can't be too much with us in these days in which graduate work is being organized probably far better, far more elaborately, than the "trade union" of which Professor Hochmuth spoke. In that antithesis we know, of course, where Professor Parrish has taken his stand. There was a very considerable contribution, which I had something to do with instigating, on Whately. There is the little punning flyer about the "Burglarizing of Burgh." The great bulk of the work of our hero has been of the other, the more mature, the better-balanced sort that gets things into their true relation, and I would like to call attention especially to the manner in which those true relations that he has seen have been expressed.

I note just two things in Professor Parrish's way of writing, and in scholarly writings they are unique: lucidity and grace. I have seen a good many things in print, and some unprinted, which represented the earnest scholar—in this or in related fields—muddying the waters on the principle of the pool of Bethesda which, as you know, had no healing qualities unless the waters were troubled. What the modern young scholar forgets is that after the waters have been troubled there might well be a period in which the mud can settle, in which the pond resumes its translucency, so that when those who come to view it do arrive, they see, and see clearly. The muddiers of the waters rushing into print in their state of trouble and con-

fusion have run up the costs of printing no doubt, but in many ways they have been conducting their education in public. Max Parrish never did that. He made up his mind first and printed second, and I think that that's to be added unto him for righteousness to a very marked degree, because in this era the rush into print, the need, as one society would say, the need to communicate before it is clearly known what is to be communicated, is very great.

Lucidity, then, in his writings, first of all, and secondly, ease and grace, the ability to get things said so that the meaning comes through exactly as the writer intended. Many of us have struggled and struggled long, and certainly some of us in vain, to make the meaning come through exactly as we intended. But in Max's writings, as I have looked them over again lately, I have been very strongly impressed with those two qualities. I don't think that lucidity and grace come by directly struggling for them. They come from judgment. They come from having a mind that goes for the essential, that knows what it is after, knows the importance of this item or that—sometimes willing to throw away some of the panoply, the footnoted panoply, of technical scholarship, because the details are essentially unimportant—and what I have long and deeply respected and admired in Max is precisely that quality of judgment, that sense of values, that has made him the lucid and graceful writer that he is, that has won for him the affection and respect not only of all of us here, but also of many, many others.

# PAPERBACKS: THE TEACHER'S FRIEND

## II. GENERAL SPEECH

Dominic A. LaRusso

AS treated here, the area of "General Speech" includes a consideration of the role of speech in the development of both the individual and his society. Moreover, since most courses in General Speech serve as introductory vehicles to more specialized work in the field, works listed here have been selected in accordance with their possible contribution as background, source, or critical materials.

Background materials include pertinent works on philosophy, psychology, sociology, physiology, and the like; source materials are those which are more useful in the study of the various forms of speech, e.g., conversation, public speaking; critical materials are materials which can best be used either in the evaluation of individual or group performances, or in the broader pedagogical aspects of this course.

### I. Background materials

#### A. Eighty-five cents

##### 1. Anchor

a. Malinowski, Bronislaw, *Magic, Science, and Religion and other Essays*.

b. Sherrington, Charles, Sir, *Man on His Nature*.

Mr. LaRusso is currently on the faculty of the School of Speech of Northwestern University. He also taught at the University of Washington, Wright Junior College (Chicago), and the University of Indiana (South Bend).

Mr. LaRusso has been active in public speaking, rhetoric, and discussion. At the University of Washington he served as director of the Panel of Americans Discussion Squad for two years. At present he is engaged in experimental work in discussion and simultaneously conducting research in rhetoric.

#### B. Sixty-five cents

##### 1. Penguin

a. Childe, Gordon, *What Happened in History*.

b. Taylor, A. E., *Socrates*.

#### C. Fifty cents

##### 1. Penguin

a. Walker, Kenneth, *Human Physiology*.

b. Welden, T. D., *The Vocabulary of Politics*.

#### D. Thirty-five cents

##### 1. Mentor

a. Childe, V. Gordon, *Man Makes Himself*.

b. Conant, James B., *On Understanding Science*.

c. Dunn, L. C., and Dobzhansky, Th., *Heredity, Race and Society*.

d. Huxley, Julian, *Man in the Modern World*.

e. Otto, Max, *Science and the Moral Life*.

##### 2. Penguin

a. Waddington, C. H., *The Scientific Attitude*.

## II. Source materials

### A. Fifty cents

#### 1. Penguin

a. Field, J., *A Life of One's Own*.

b. Potter, Simeon, *Our Language*.

#### 2. Pocket Books

a. Gallup, George H., editor, *"Today": The 1955 Pocket Almanac*.

### B. Thirty-five cents

#### 1. Pocket Books

a. Roget's *Pocket Thesaurus*.

- b. *The Merriam-Webster Pocket Dictionary.*
  - c. *The Pocket Book of Quotations.*
- C. Twenty-five cents
- 1. Pocket Books
    - a. Funk, Wilfred and Lewis, Norman, *Thirty Days to a More Powerful Vocabulary.*
  - 2. Signet-Key
    - a. Coon, Horace, *Speak Better—Write Better English.*

## III. Critical materials

None of the available works appears to apply specifically to this section.

Since courses in General Speech are frequently organized into units emphasizing the forms of speech, e.g., public speaking, oral interpretation, the reader might profit by reference to subsequent articles in this series listing works especially suited to each of the forms.

## EXCURSUS

... for books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them. I know they are as lively, and as vigorously productive, as those fabulous dragons' teeth; and, being sown up and down, may chance to spring up armed men. And yet on the other hand, unless wariness be used, as good almost kill a man as kill a good book; who kills a man kills a reasonable creature, God's image; but he who destroys a good book kills reason itself, kills the image of God as it were in the eye. Many a man lives a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond. 'Tis true, no age can restore a life, whereof perhaps there is no great loss; and revolutions of ages do not oft recover the loss of a rejected truth, for the want of which whole nations fare the worse.—John Milton, "Areopagitica."

## THE PRESCRIPTIVE SELECTION AND USE OF SPEECH IN THE CLASSROOM

Oliver W. Nelson

THE concepts "every teacher a teacher of speech" and "every class a speech class" are certainly not new. However, the last ten years have witnessed their considerable revival and re-emphasis. Two hypotheses may be suggested to explain this renaissance: (1) Since speech is learned wherever speech is used, throughout the day, all teachers must be considered participating agents in the school's program to improve the speech habits and attitudes of pupils; (2) Speech should be taught in all classes because it is best learned in conjunction with traditional content subjects as an implement to general learning rather than as an end in itself. Some proponents of the latter view hold that such an arrangement largely obviates the necessity of special classes in speech. While most speech educators may dispute such a contention, all would agree concerning the need for intelligent participation of all teachers in any program conceived to develop the speaking and listening abilities of pupils.

Another view concerning speech in the classroom currently receiving attention is that of "speech as method." Any-

one acquainted with pedagogy in general is aware that not only is speech a fundamental part of all methods, but that in some instances, such as discussion, it is the method. Hence, in a very real sense, to the extent that the quality of speech as method or as a part of method is improved, to that extent may we expect improvement in general method with its attendant greater rewards in children's learning.

Recognizing the classroom teacher's role in children's speech training and his need for a functional knowledge of speech in teaching, many colleges of education are prescribing special courses in speech of all prospective teachers. In-service instruction is in many instances providing school leaders with guidance in speech program planning. Speech teachers in many secondary schools are giving assistance to general classroom teachers in the use of speech and in techniques for guiding children's speech experiences. These measures are essential and should not only be continued, but should also constantly be studied, improved, and extended to the end that we may assure the fullest possible utilization of the classroom teacher in speech improvement programs in our schools and obtain maximum educational benefits from the use of speech as learning experience in the classroom. It is toward this end that the thinking of the present paper is directed. Specifically, this paper postulates four classroom practices deemed fundamental to optimal returns in the speech and gen-

Dr. Nelson should write more often for *The Speech Teacher*: this essay marks only his second appearance in the journal. His first was "Developing a Functional Speech Program for the Public Schools" in the issue for March, 1952. But possibly editorial chores have kept Dr. Nelson too busy wielding a blue pencil to propel a writer's pen: he is past "In the Periodicals" Editor and a current Consulting Editor for *The Speech Teacher*.

Dr. Nelson is an Associate Professor of Speech at the University of Washington, which is also his alma mater, conferring on him the bachelor's degree in 1933, the master's in 1938, and the doctorate in 1949.

eral growth of pupils and then proposes a plan for implementing such practices.

What, then, are the practices believed essential to the productive use and teaching of speech in the classroom? The following seem to be most deserving of attention: (1) Employing the most appropriate speech form for carrying out pupils' learning experience in a given situation or in a particular subject-matter area. Too often the choice of the speech medium is governed by the teacher's own personal preference or by whatever speech form is in greatest vogue at the time, rather than by the prescriptive demands of the learning situation. (2) Integrating speech and content learnings meaningfully. This includes recognizing and making full use of the potential contributions of the contents of various subject-matter areas to the speech growth of children. Here I have in mind such contributions as "the method of drawing inferences in mathematics," "fact-finding in science," and "mental health and physical poise in health classes." (3) Co-ordinating the speech practices of the classroom with the over-all school speech program. Without some control over the kinds and frequency of speech experiences provided in the several subject-matter areas, schools face the danger of omitting or unnecessarily duplicating essential speech experiences in pupils' training. (4) Including "skill in communicating" as a factor to be evaluated with other objectives of learning. Teachers and pupils alike need to accept the truth that communicating a concept, both orally and in writing, is an essential means and aspect of integrating that concept into meaningful personal behavior. It seems to me that to the extent that these four practices are effectively implemented pupils will derive optimal

benefits from speech in the general classroom.

How can this implementation be accomplished? In my opinion, the most effective approach is one which may be termed "The Prescriptive Selection and Use of Speech in the Classroom." By this phrase is meant "tailoring the classroom speech experiences to the educational dimensions of subject-matter areas." Following this principle in the classroom, I believe, will result in noteworthy contributions to both the general education and the speech education objectives of our schools—will effectively implement all four of the previously-mentioned practices.

On what bases does the "prescriptive selection of speech forms" rest? The first and most obvious basis is that found in the nature and peculiar demands of the immediate learning situation and of pupil needs. For example, discussion would seem a wise choice when group activity is desired; short extempore talks when individual reporting is wanted; or informal, rather than formal, speaking when more general oral participation is called for or a permissive atmosphere is desired.

However, a second and more fundamental, though somewhat less explored, basis for prescribing speech forms for classroom use is that found in *the nature of the subject-matter areas and in the character of their relationship with speech*. In other words, *prescription* here is derived by discovering the reciprocal and complementary relationships between speech forms and subject-matter objectives and contents. To discover these relationships it is necessary, first, to explore the potential contributions of various subject-matter areas to the speech growth of pupils, and, second, to ascertain which speech form by its nature most completely complements



and implements the learning processes of each of the several traditional content fields. By taking advantage of such relationship we may not only hope to attain the best utilization of subject-matter learning for the speech growth of pupils, but we may also be confident that we are using that form of speaking which best assists in realizing the objectives of the subject-matter area through promoting integration of learning. In addition, prescribing speech forms on the basis of their relationships with subject-matter contents will tend to assure all pupils' training in all essential speech forms since, as it will be seen later, the diverse natures of various subject-matter contents will require the utilization of a variety of speech forms. Such provision will go far in co-ordinating the speech work of the regular classroom with the over-all speech program of a school system. To illustrate the principle of reciprocity as a basis for prescribing speech forms for classroom use examples will be drawn from its application in social studies, mathematics, English, and physical and biological science classes.

The social studies have been described as the study of the problems of human relations and of the methods for dealing with such problems. More specifically

The materials of the social studies provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits, and for inculcating attitudes and ideas that will enable boys and girls to take their places as efficient and effective members of a democratic society.<sup>1</sup>

The social studies may be expected to help the pupil to form wholesome self-regarding attitudes, to grow in social understanding and tolerance, to appre-

ciate the obstacles to social integration and the pitfalls to human progress, and to mature in social responsibility. These contributions should show up favorably in the child's emotional adjustment to the speech situation, in his willingness to approach controversial questions fairly, and in his desire and ability to discover and report truth.

However, it is my conviction that such contributions to the social growth of pupils do not occur automatically from a study of the social sciences. They occur optimally only when given an opportunity to do so in social experience. This opportunity is primarily, if not altogether, a speech act and in particular, it seems to me, discussion. By "discussion" is meant that type of speaking carried on by a group of persons, usually with a leader, thinking and talking together co-operatively in an effort to gain enlightenment regarding a problem or finding its solution. Of the various speech forms, discussion, along with conversation, is most basically social in character. It is, in a very real sense, a social group in action. It is indeed a vital means of integrating social knowledge and skills into the personality and behavior of the learner. Social studies in themselves can provide the pupil only with facts and theories—the knowledge *about* human relations; it remains for speech and, in particular, discussion, to furnish the pupil with knowledge *of* and skills *in* human relations. When applied as problem-solving it may for the maturing student become a technique for living. It is democracy in action. I would therefore suggest discussion in its various forms for emphasis in the social studies. Such prescription would promote the direct application of the learnings of social studies in pupils' social behavior and would afford pupils an opportunity to secure meaningful

<sup>1</sup> Arthur C. and David H. Bining, *The Teaching of the Social Studies in Secondary Schools* (New York: McGraw-Hill Book Company, Inc., 1935), p. 2.

guided experience in an important form of speaking.

Speech and mathematics also have intriguing reciprocal relationships from which the pupil may gain rich rewards in speech and general learning. However, as in the case of social studies, transfer of learnings from mathematics to speech or any other aspect of social learning is not automatic. To secure transfer of training in mathematics, this subject must be taught with transfer or application in mind.

Since the thought process in mathematics is not essentially different from straight, analytical thinking acquired in other fields, transfer should be quite possible for students who have been taught to do more than memorize algebraic and geometric facts and formulae. The pupil who has been trained to think mathematically should manifest this trait in his behavior when confronted by non-mathematical problems calling for solution. This contention finds support in a report of a joint committee on mathematics which states in effect that the study of mathematics may contribute (1) to ability to think clearly as shown in gathering and organizing and representing data, drawing conclusions, and establishing and judging claims of proof; and (2) to desirable attitudes, including social awareness and open-mindedness.<sup>2</sup>

To encourage these contributions it is recommended that the form of speech which best implements the transfer of mathematical thinking to non-mathematical situations be prescribed for primary use in mathematics classes. Such a form is the short extempore speech—with its major purpose the analysis or

application, or both, of methods of inference. This use of extempore speaking can be illustrated in such examples as (1) The oral presentation of a mathematical problem showing the method of reaching a solution—i.e., of drawing an inference; (2) Presentation of the solution of a mathematical problem, together with an analogy of a social problem and its suggested solution; (3) Analyzing and evaluating methods of reasoning in such discourses as editorials, published speeches, and the like, using steps commonly employed in solving a geometry problem; (4) Building a creative talk on a non-mathematical topic in which the aim is to draw logical inference as the process is taught in mathematics.

Speech experiences and instruction in mathematics classes can be integrated in such a manner as to yield speech growth in pupils while securing rich rewards from the study of mathematics. Since the focal point here is the thought process, the principal effects of the integrated instruction should be observed in the rational behavior of pupils. The short talk aimed at the analysis and application of inference is therefore suggested as the speech form to be most often prescribed in mathematics classes, since it is believed that this approach most nearly complements the nature of mathematics and facilitates its instruction.

In a like manner, English can make indispensable contributions to the speech growth of children, and speech experiences, well chosen, can implement the teaching of English. A brief examination of the content of English, together with certain speech forms, will reveal how these contributions are possible.

One major portion of the content of English is traditionally concerned with the linguistic aspects of communication:

<sup>2</sup> *The Place of Mathematics in Secondary Education* (Fifteenth "Yearbook of the National Council of Teachers of Mathematics" [New York: Bureau of Publications, Teachers College, Columbia University, 1940]), pp. 22-34.

in particular, grammar, vocabulary, and syntax. Since language is a fundamental element of the speech process, it lies within the scope of English instruction to make a primary contribution to this aspect of the speech development of children. However, this contribution can be made optimally only by providing for it through oral experience. By and large, pupils learn to speak coherently, with acceptable usage and appropriate vocabulary, not through practice in writing and the learning of rules, but through guided speech activities aimed at achieving linguistic skill. Speech forms and activities which best seem to promote such achievement include (1) Oral sentence practice stressing grammatical correctness, vocabulary growth, or sentence structure and (2) Oral paragraph speaking stressing use of the topic sentence and its orderly and unified development. Such practices not only help pupils to grow in speech proficiency, but offer the added advantage of assisting them to improve linguistically in their written work.

The second major portion of the content of English is the study of literature. Here the teacher is concerned with such objectives as developing pupils' comprehension of the printed page, increasing interest in and enjoyment of good literature, and motivating pupils to do independent reading.

Although many types of speech activity may be helpful in attaining these objectives, two speech forms have demonstrated their pre-eminence as implements for teaching of literature. These forms are oral interpretation and dramatization.

The outstanding utility of oral interpretation is doubtless occasioned by the fact that "The materials of the literature course are the materials of all courses in oral interpretation; and the oral expres-

sion of those materials is a natural expression, especially for poetry and drama."<sup>3</sup>

Reading aloud can make the dead symbols of the printed page come alive—stir the imagination, quicken the emotions, take hold of the listener in ways that merely talking about, reading silently, or formally dissecting a selection rarely can achieve.

In much the same way dramatization can implement the teaching of literature. By extending the experience of oral reading to group reading or actual enactment of scenes from dramatic literature, pupils may derive a personalized understanding of the author's purpose, may secure deeper appreciations of the aesthetic values of the work, and learn more fully the forces which motivate human behavior as illustrated in the interaction of personalities characterized in the selection.

Oral reading and dramatization are "naturals" for teaching literature. These particular speech forms, together with practice in oral sentence and oral paragraph work, constitute the major "prescriptions" for speech in English classes.

Illustration of the prescriptive use of speech in the classroom ends with a brief reference to its application in the physical and biological sciences. Here, too, examining the nature and content of the subject matter helps us to determine the form of speech to be "prescribed" in such classes. In addition to their providing the pupil with information about the human body, the physics of sound, and other scientific knowledge, physical and biological science classes furnish pupils with knowledge about the "scientific method." However, as in mathe-

<sup>3</sup> Clara A. and Donald B. Hargis, "High School Literature and Oral Interpretation," *The Speech Teacher*, II (September, 1953), pp. 205-208.

matics and social studies, to secure optimal integration of content information in his behavior the pupil must experience much of it in terms of verbal activity—speaking. Since the contents of these subjects are essentially demonstrable, it is suggested that the logical speech form to be prescribed for emphasis here should be the demonstration speech with the use of the visual materials and apparatus incidental to science.

Thus, while the foregoing illustrations are admittedly lacking in detail, it is hoped that they meaningfully exemplify the principle of "reciprocity" as the basis for prescribing the use of speech in the classroom. The reader is reminded that following this principle need not limit his use of speech in the classroom to the forms designated in the illustrations. I do wish to emphasize, however, the importance of a judicious selection of speech forms for implementing classroom learning. The principle of reciprocity is believed to be

a sound basis upon which to make such selection.

Prescriptively selecting and employing speech forms in various classes as discussed here, I am convinced, will go far in implementing the practices deemed essential to optimal use of speech in the classroom. That is to say: it will (1) assure use of an appropriate speech form for carrying out pupils' learning experiences in each of several subject-matter areas; (2) promote meaningful integration of speech and content learnings; (3) co-ordinate the speech practices of the classroom with the over-all speech program of the school; and (4) create conditions which would virtually make inevitable the inclusion of "skill in communication" among the factors to be considered in evaluating pupil achievement. Certainly the achievement of these goals would greatly enhance every classroom teacher's worth to a school's speech program and would, at the same time, contribute to the improvement of teaching methods.

## EXCURSUS

... "Have something to say and know how to say it." The first concern is with the subject-matter and not the manner. On the other hand these two can scarcely be separated. My contention here, however, is that the form of speech sought after is not meant for correction or for exhibition. In speech training we must cease producing students who say nothing but say it beautifully. We must aim for both intelligent thinking and effective expression.

The comprehensive nature of the speech arts easily explains their integrative value. They include any and all activities involving oral communication. For example, class-room recitation, oral conversation, dictation (to a stenographer or to the Ediphone), any form of debate or discussion (including panels and symposiums), dramatics, oral reading of any kind, radio presentations, talking pictures, and television. They originate with the most fascinating subject in the world, ourselves. And they include as content all fields of common knowledge.—Harlen M. Adams, "Some Activities for a Speech Arts Program in the Unified Curriculum," *The Quarterly Journal of Speech*, XXV (December, 1939), 618.



## ON RECEIVING YOUR FIRST APPOINTMENT AS A SPEECH CORRECTION TEACHER

Sylvia Chipman

SO you've just received your first appointment as a speech correction teacher. My congratulations to you! I know you're filled with enthusiasm and high hopes of doing a fine job. But are there, too, some little doubts and anxieties about how to approach this exciting new job? If there are, they probably aren't due to any lack of good training. They're the normal feelings all of us have when presented with a new and challenging situation. Are you asking yourself, "How can I establish good public relations with the superintendent, principal, classroom teachers, and parents?"

On receiving my first appointment as a speech correction teacher in a public school system, I, too, was troubled with these doubts and anxieties, some of which are still with me. One of my first supervisors did nothing but bark at everyone, and another was a prim lady whose clothing style dated about two decades ago. Establishing good relations with these formidable superiors seemed like a fearful task. Yet I accomplished it. I discovered that in spite of my supervisor's eccentricity in bark-

ing at me, he was genuinely interested in the students' welfare, and it was on this basis that we developed our understanding of and respect for each other. Although there were many times when I didn't agree with his methods, I was able to work with him because our fundamental goals were in agreement. We were working toward what was best for the students. As I think back to my prim lady supervisor, I smile and ask myself whether or not the flat-heeled black oxfords I wore endeared me to her. By a happy coincidence I developed foot trouble for a short while and was forced to wear those oxfords. When my supervisor saw them she beamed on me with delight. It was plain to see that one way to maintain good relations with her was to continue to wear those shoes. Since I considered it a small sacrifice, I did so long after my foot trouble disappeared. I established such good relationship with her that when, after several years, I decided to go on to another school system, she earnestly asked me to remain and continue to work with her.

Since a speech correction teacher has much contact with classroom teachers, you may be wondering how to establish good relations in their direction. I, too, had anxieties about classroom teachers, and discovered that in order to get co-operation by way of classroom follow-up speech activity it was first necessary to create a friendly atmosphere by chatting about other matters. As a result, I have listened to hundreds of stories about

For the past several years Mrs. Chipman has been a very successful Speech Correction Teacher in the Kingston [New York] Public Schools. In spite of her busy schedule she has found the time to write not only this essay designed to give vicariously to novices some of the experiences of a veteran, but also a book (soon to be reviewed in *The Speech Teacher*), *The Child's Book of Speech Sounds*, published by the Expression Company late in 1954.

Hunter College awarded Mrs. Chipman the Bachelor of Arts degree in 1941. In 1945 she received her Master of Arts at Teachers College, Columbia University.

classroom teachers' personal affairs, ranging from their shopping and cooking to their "boy friends," husbands, and children. My knowledge of human experiences has grown, while I have been accomplishing the task of establishing good relations. Also, in my relationship with classroom teachers, I have tried to follow the policy of never showing annoyance at things with which I disagree, that they say or do in regard to speech. But I must confess there have been times when I've found it impossible to keep to these good intentions. I regret to say that I lost my patience with a classroom teacher who kept insisting that I take a certain child into the speech clinic. In my opinion this child's speech problem was not serious enough to warrant fitting him into my overcrowded schedule. Nevertheless, this classroom teacher repeatedly told me that I was being negligent in regard to the child. Finally I reported the case to the principal, and he in turn informed the classroom teacher that the speech correction teacher was to make the decisions concerning who would be in the speech clinic.

It was only through exercising my powers of restraint that I maintained friendly relations with the classroom teacher who constantly plagued me about a child in her first grade. The child was a stutterer, and the teacher's constant question was, "Why don't you cure him of stuttering?" I used every means possible to educate her about the problems of stuttering, and the therapies designed to help stutterers, but after all my efforts she would again ask, "Why don't you cure him of stuttering?" From this case I reached the conclusion that there are some people who are either unwilling or unable to understand the problem of stuttering.

On receiving my first appointment as a speech correction teacher, I had the

erroneous impression that classroom teachers can learn the scheduled time at which they're supposed to send a child to the speech clinic. I was soon to discover that it's absolutely impossible for most classroom teachers to remember to send a child to the speech clinic at a designated time two or three times each week. Long ago I resigned myself to the fact that I had the choice either of reminding the classroom teacher about the time for speech, or of waiting and wondering whether or not the pupil would appear.

But in spite of these small problems that have been mine in my role of speech correction teacher, I must hasten to comfort you as a new appointee in this field by saying that most supervisors, classroom teachers, and parents are willing and eager to co-operate with the speech correction teacher. They want to learn about the child's speech problem so that they, too, can help him.

Parents usually are eager to have scheduled conferences with the speech teacher. During a conference that I had with the parent of a six-year-old cleft-palate child, the parent cried pitifully and told me that she never discussed her child's speech defect with anyone else except his surgeon. She was terribly ashamed of his defect and was trying to hide it from the world. It was obvious that my task was not only to help the child with speech therapy, but also to help the parent develop the proper attitude toward the defect.

Again, in my contact with parents, when I have recommended that a child attend a special summer camp or school for speech therapy, I have found in some cases that the parent has better understanding of his child's emotional problem than I have. I know now that as a new appointee I was prone to overlook individual differences of children.

Several years ago, I couldn't agree with a parent when he said that his child shouldn't go away to summer school or camp because he wasn't emotionally ready to leave his home. But since that time I have observed children in camp situations, and have seen that some children adjust very poorly because they aren't ready for camp life. The new appointee shouldn't smugly conclude that he knows what's best for the child, and that his parents know nothing about him.

It's been my experience that the school medical department, consisting of the doctor and nurses, is genuinely interested in co-operating with the speech correction teacher toward the goal of helping the speech defective. The medical department has given me much helpful information on organic defects of children in the school system. Here again experience has taught me to over-

look the days when the school nurse is irritable and she tells me that I can't see the medical files. Such has been the case sometimes, but I've learned that she also has her "sunny" days when she's jovial and friendly, and it's on those days that I work in the medical office.

On receiving your first appointment as a speech correction teacher, I say to you that the success of your role in public and human relations depends to a large extent upon your personal behavior, attitude, and personality. Within the school system you must be considerate of others. In addition, you also have an important role to play in community affairs. If you hope to "sell" speech to the public, then you must first "sell" your own personality through graciously participating in community affairs. Your efforts will be rewarded by a community that enthusiastically supports the speech program.

### EXCURSUS

The importance of recognizing and making allowances for the "community mind" cannot be overlooked by any teacher going into a small town. In large cities the school public is too heterogeneous, too scattered, and too disorganized to concern itself much with the teachers of its schools. It is the duty of the administrative officers to see that their work is done well, and beyond that their duty to the city is finished. This is not the case, however, in the small community. Here the teacher's life is not his own. As Ibsen puts it, "When it is a man's lot to be a moral pillar of the community he lives in, he cannot be too circumspect." He must gauge the "community mind," determine how narrow its confines are, and govern his actions accordingly. Most communities of around 25,000 in population pride themselves on their metropolitan outlook, their civic-mindedness, their modern and up-to-date viewpoints on all questions. This is outward show only, and when the "community mind" is put to the test, it will in most cases be found to be a small-town mind—the Main Street outlook of Sinclair Lewis.—S. J. Crandell, "The High School Speech Teacher and the Community Mind," *The Quarterly Journal of Speech*, XXII (December, 1936) 567.

# THE SIAMESE TWINS

Hudson F. Wilcox

THE Siamese twins of Tulsa's Webster High School are still alive.

*Speaking and Thinking* are sitting up and taking the nourishment provided by the administrative and teaching staffs and spooned out by the student body itself.

Following the precepts established by Weaver, Borchers, and Woolbert, we are attempting to reach all students in the speech program, are accepting specialized projects as motivating devices rather than as ends in themselves, and are attempting to focus conscious attention directly and specifically on content and the technical aspects of speaking.<sup>1</sup> We fully agree that "speech training should be related intimately and continuously to the everyday needs of the students."<sup>2</sup>

It is our job, then, to provide the nourishment: meaningful experiences and adult guidance, and let the students spoon it out in large servings as they plan and carry forward an endless stream of projects.

Last year we undertook eight major

In June of last year Professor Gladys L. Borchers of the University of Wisconsin (who had conducted a workshop in Oklahoma) wrote, "[Mr. Wilcox] has an interesting contribution. He integrates the work of the entire high school into a year-long assembly program which gives practically every student an opportunity to participate and interests the whole community. I have asked him to write this up for *The Speech Teacher*."

Here is the account of the speech program at the Daniel Webster High School of Tulsa, Oklahoma which its Director, Mr. Hudson F. Wilcox, wrote at Professor Borchers' request. It is an admirable program which schools of all sizes might well adapt to their own individual needs, faculties, and facilities.

<sup>1</sup> Andrew T. Weaver, Gladys L. Borchers, and Charles H. Woolbert, *The New Better Speech* (New York: Harcourt, Brace and Company, 1948), p. iii.

<sup>2</sup> *Ibid.*

types of projects in the speech activities program, and included more than ninety per cent of our student body in at least one activity. Our program: speech classes, assemblies, plays, operating a commercial radio station for a full day, special television and radio shows, programs for community groups, public address announcements, and an all-school talent show, provides the variety needed to attract most students, and demands the accumulation of knowledges and skills which will be of lasting value to them.

Last year we had an enrollment of approximately 725 students in Webster High School with about sixty enrolled in speech classes. Our speech staff is composed of one and one-half teachers, with the half-time teacher conducting the speech classes, and the full-time instructor serving as speech activities director and stagecraft instructor with five periods of stagecraft daily.

With the exception of play rehearsals, which are in the evenings, all speech activities are rehearsed and conducted during the school day. All teachers in the building feel a responsibility toward the students which includes the development of character through speech activity.

Responsibilities involved in the Activities Program are placed directly on the activity teacher, the classroom teacher, and the student. Students are excused from regular classroom work to rehearse and participate in all phases of the Activities Program, but it is their responsibility to make arrangements for absences and make-up work with the classroom teacher who then accepts the responsi-



bility of providing opportunity for make-up work and notifying the student and the activity teacher in case the student fails to meet his obligations. The activity teacher, in turn, checks frequently on students' acceptance of responsibility, and, when necessary, changes student personnel in the activity.

To understand our speech program at Webster High School is to understand our Activities Program and our school itself.

We have taken the guiding principles of our speech program from the "Philosophy of Daniel Webster High School." Adopted years ago by the administration and faculty, this philosophy has been re-examined and expanded annually by the staff.

Our responsibility, as a school staff, is to help students recognize their needs and to create an interest that will lead to learning experiences which bring about the necessary growth toward satisfactory participation in our community and society as a whole.

In every child there is capacity for useful citizenship. Every teacher, as a counsellor, takes the child where he is and helps him develop to his capacity by providing meaningful educational experiences in a democratic situation wherein he learns the need of accepting responsibilities as well as of enjoying privileges.

Established as a criterion for evaluating the school's Activity Program is the borrowed idea that out-of-class activities should grow out of the total school program and return to it to enrich it.

An analysis of our Activities Program reveals these purposes of the program in our school:

1. To create student interest in the total school program.
2. To stimulate and promote special abilities.
3. To provide enlarged opportunity for all students to participate in a program other than classroom.
4. To acquaint the school with itself.
5. To contribute to the unity of the school.

As a participation policy, any student who has a special contribution to make,

or needs special recognition, may take part in the Activities Program. Quite understandably we need the first group in our program; and equally understandably the second group needs to be in our program. We believe that each student has a desire for and a right to security; we can help contribute to this security by making him feel wanted by and necessary to his society, and important to his society and himself through participation.

We do not have dramatic or forensic clubs in our school as we believe that through school-wide participation we can reach the majority of our students better than clubs could. It appears that too frequently in club-minded and contest-minded schools only the "best" students receive instruction and assistance in speech problems. The Tulsa, Oklahoma, schools do not compete in inter-scholastic competitive speech events; we feel that the co-operation essential to our broad activity programs is inherently more educational than the pressure and antagonism of competitive speech.

Naturally we do not expect each student to arrive at the same degree of proficiency as a public speaker, planning director, or entertainer; but we attempt to provide experiences to help each develop as far as he wishes within his ability.

While the administration-faculty-student-parent planning groups accept the responsibility of furnishing an opportunity for all students to participate, they also accept the responsibility to the student to see that he is participating in activities in which he will do well; and to the public to see that it will witness the "best" when attending shows for which admission is charged.

Speech classes, in which basic instruction in performance skills is given, are elective and may be repeated for additional credit. The best students, chosen

through a tryout system, present plays, television and radio programs, and informational-entertainment programs for community groups. Any student in school who expresses even the slightest desire to participate appears in assemblies, in our annual all-school talent production, or as a reader of announcements over the public address system. These are the performing groups—and behind each is the group of volunteer students which envisions, plans, and writes. In these activities we have endless hours of presiding, presenting ideas, debating, summarizing, evaluating, compromising, maturing, adjusting socially. These are the food for our Siamese twins—*Thinking* and *Speaking*: the justification for our program.

In our speech classes we study fundamentals of speech and focus conscious attention on the technical aspects: voice, articulation, and public speaking. Our course in speech is more or less "standard"; it follows the textbook, so far as the needs and desires of the students are concerned. Speech is presented as a means of two-way communication with emphasis on presenting ideas and facts, listening, analyzing, refuting, evaluating, compromising, and carrying forward a plan.

Our discussion of lack of "school spirit" led to the planning, procuring of materials, manufacture, and sale of pompons as an immediate, though temporary, satisfaction that something was being done to "back the team." Our discussion on anti-segregation in schools led to a calmer attitude on the part of many speech students, as well as of their friends and families with whom they continued the discussion after class hours.

Assembly programs, our most used form of out-of-class speech activity, fall into two general classifications: class

and all-school. Regardless of classification or type, each assembly opens with short, though formal, patriotic, religious, and school loyalty exercises. The "Pledge of Allegiance to the Flag," "The Star Spangled Banner," a Scripture reading, prayer, and the repeating of our "Students' Creed" are used at all assemblies. Many students participate by leading or reading in this part of the assembly programs.

Class assemblies pertain strictly to affairs of one grade-level. Each class holds assemblies dealing with its campaigning for class office and the installation of these officers. The campaign assemblies include the formal opening, a speech by each candidate and his campaign manager, and the presenting of a talent number by the candidate or some talented student appearing in his behalf. Installation ceremonies following the opening at that assembly are short and formal. Students and class sponsors formulate and rehearse these assemblies.

An Assembly Planning Committee composed of nine students and four faculty members is responsible for the all-school assemblies, determining their nature, their content, and the participants. This group meets weekly to present ideas, discuss, and formulate the assemblies, which fall into several classifications.

While "entertainment" is listed as one general classification, practically all assemblies include some entertainment numbers. The following list of types of assembly is for the school year 1953-1954 and is characteristic of our annual assembly programs:

1. Entertainment, including exchange assemblies with other high schools..... 8
2. Coronations ..... 2
3. Student government: campaigns and installations ..... 3
4. Presentation of departmental and organizational programs: choir, band, orchestra,

speech, journalism, home making, Junior Red Cross, Senior activities .....	10
5. Seasonal: Thanksgiving, Christmas, Easter .....	3
6. Informative:	
School: Presentation of new teachers, American Education Week, athletics	
Social: Sportsmanship, citizenship, fire prevention, civil defense, brotherhood, temperance	
Scientific: Programs presented by the Fisher Body Company and the Bell Telephone Company, and a program on swing music presented by a local musician in which he traced the origin of swing in classical music themes .....	12

Some assemblies served dual purposes; actually all of these programs were presented in 27 assemblies. Few outside speakers appear in our assemblies; we believe that our own students can usually present the materials we want. Faculty members or the principal seldom participate in our assemblies; these programs are student-teacher planned, but presented by the students.

Three times in assemblies during the past year, plays with social implications were presented. "What Kind of Schools Does Our Democracy Need?" was presented during American Education Week; "The Ins and Outs" was presented during Brotherhood Week; and "A Good Name" on the Temperance Assembly. In our school we include at least one assembly each year that discusses moral and spiritual values in general or some specific phase of such values.

Following the AEW play, a panel of six students under the chairmanship of our principal discussed the needs of our society as indicated in the play and as indicated by experience. A quarter-hour open period followed, during which many students and visiting parents asked questions on school needs and policies. The answers and ensuing discussion proved stimulating toward the solving of our school's problems.

Following the Brotherhood play stu-

dents returned to their home rooms to discuss the social implications; there could have been discussion following the temperance play, but it was felt that since a speaker from the YMCA had spoken for the assembly following the play, he had done sufficient to crystallize the students' thinking and that the discussion period would be unnecessary.

Our second most common form of out-of-class speech activity is the presentation of plays. During the year students of each grade level and of the speech arts classes produce shows. The usual stage and house crews and problems of coordination exist; a committee of students, the class sponsor, and the play director choose the play for each group. Great numbers of students plan and execute publicity campaigns, sell tickets, secure properties, and assist the director in the production. While the cast is engaged in dramatic activity rather than speech activity, a much larger group of students is participating actively in groups that function as a result of speech activity. These groups are discussing immediate needs and learning to solve their problems through speaking and listening.

Another out-of-class speech activity which provides a varied range of projects for interested students is the operation of a commercial radio station for a full day. Local Station KAKC turns its facilities over to us for a full day each year and during the eighteen hours that the station is in operation, we are able to use more than eighty students as station manager, program director, continuity writers, receptionists, announcers, disc jockeys, engineers, salesmen, and entertainers.

At school this last year many instructors allowed their classes to listen to the station, and since we were on the air from 5:30 a.m. until 11:30 p.m., all

students had an opportunity to hear the program outside of school hours. As is customary with most of our projects, students were given an opportunity to evaluate Radio Day, and statements made by both participants and listeners will be used to help build a better Radio Day for future years.

Our school is called on continually to supply talent for radio and television shows and for civic groups, and we feel that supplying these programs is our opportunity to serve in a public relations capacity. We furnish announcers or masters-of-ceremonies for these programs, co-ordinate and rehearse the complete program before it leaves school, and feel that we always provide a good show.

One of our most interesting programs this past year was the culmination of many speech activities. The Tulsa Down-Town Lions' Club wanted to honor a member for the work he had done in the club; our principal was on a committee to make plans for the program, and accepted for a student group at Webster the responsibility of writing and presenting it. Then he approached me with the idea while I was planning with a class; five of this class accepted the assignment on the spot, and then we started several weeks of interviewing, planning, discussing, reading, and finally writing and rehearsing for the presentation of this program. It was one of the best motivated and most satisfying speech experiences in which I have ever engaged.

To give additional opportunity to participate in speech activity, students present all public address announcements at Webster. There are usually announcements in the morning and again at noon. This past year two of the most reliable students in the speech classes were put in charge of these announce-

ments. They were given a list of policies as to what could, and what should not, appear in the announcements, then given complete freedom in selecting students to read, rehearsing with them, and operating the public address equipment. Students who read were volunteers from the entire student body. Many departments wrote announcements in the form of skits, then provided casts to read them.

The biggest project of our school year, and one which provides much speech experience, is *Talicaide* ("Cavalcade of Talent"). Last year more than eighty per cent of the student body and all of the faculty and staff were included in this project.

The school and all of its departments sponsor this annual all-school show which is under the supervision of the speech activities director. The faculty offers all training for the show—dance, vocal, instrumental, speech—at the school. Students plan and execute scenery and costumes.

The entire show is conceived, constructed, and co-ordinated by a student-faculty Board of Control. This Board operates under policies adopted by it and approved by the school administration; its purposes are defined thus:

1. To establish policies and the organization and schedule for the production of *Talicaide*.
2. To assign special duties and responsibilities.
3. To be the decisive agency in controversies.

Customarily we do not present just a variety show, but attempt to build a story to include our students. This past year we presented a musical history of Tulsa (1800 to 1975) entitled *Tepees to Towers*. In other years shows have included the life of Daniel Webster, four or five patriotic shows during the war years, *The Magnificent Ambition*, two or three variety shows, and another Tulsa story—*Tulsation*. The shows re-



lated to "our way of life" are credited by our community with being the best shows at Webster and the variety shows, the weakest.

As indication that our show is not strictly "variety," the two-and-one-half hour *Tepees to Towers* included thirty-three minutes of student written dialogue which covered the historical events in the founding and building of Tulsa. Much reading and interviewing went into the research behind this dialogue.

One phase of planning which we feel we should develop more in the production of *Talicate* is assistance from parents. We are at an impasse on this problem at the present time, but shall try new approaches another year. Two years ago we started inviting parents to the final dress rehearsal and find that their interest in the operation of the show is growing.

As director, I find that I can help more with the planning and organization of this type of show if I take a more abstract theme than the students have taken. For instance, this past year, the students took the concrete theme "Tulsa," while I superimposed meaning from the level of "Our Heritage."

The purposes of *Talicate* as established by the school when the show was first developing still stand. They are:

- A. To provide opportunity for building school spirit and group consciousness through unified effort.
- B. To give practice in democratic procedures:
  1. Planning together
  2. Setting up controls
  3. Agreeing on regulations
  4. Sharing school facilities
- C. To provide opportunity for wide student participation in various phases of production:
  1. Planning
  2. Research
  3. Script writing
  4. Stage presentation
  5. Business management
  6. Costumes, make-up, etc.

D. To foster creative effort:

1. Script writing
2. Costume design
3. Stage design
4. Self-expression in music and dance

E. To develop such acceptable character traits as:

1. Dependability
2. Courtesy
3. Co-operation
4. Promptness
5. Self-control

F. To contribute to the school's public relations program through community participation and exhibition of students' abilities and talents.

G. To offer opportunity for evaluating a project.

As we start to evaluate our speech activities program, we must take into account the fact that so far as possible all fields of knowledge and all skills are integrated at Webster High School; no group has a monopoly on information, skills, or methods. Many departments and organizations conduct their own assemblies; classes in social studies and English (blocked so that each social studies-English teacher has the same class two hours daily) participate in critical thinking and in various types of discussion and debate on contemporary affairs of the world in general; Senior core classes discuss student affairs and problems daily; home rooms spend time each day developing leadership through parliamentary practice; the student association, headed by the Student Council officers, strives to build democratic behavior and leadership as the students formulate school policies and procedures; each student develops personality and engages in discussion with faculty members as he selects his course of study and helps determine course content based on his needs and desires.

Our evaluation of speech activities must, therefore, be based on the total program of the school rather than on

the program carried on by one-and-one-half teachers. One of the best criteria we have found for such an evaluation is condensed from the Table of Contents of the January, 1954, *Bulletin of the National Association of Secondary-School Principals*, "A Speech Program for the Secondary School."

When we can answer all of these questions affirmatively then we shall know we have an effective speech program:

1. Do we meet the community service and public relations requirements of a good speech program?
2. Do we carry on our program as socialization for life and work?
3. Do we utilize functional speech activities: conversation, interview skills, dramatics, public speaking, discussion, debate, and story telling?
4. Do we deal in speech fundamentals: personality development, diction, visual symbolism, and critical thinking?
5. Do we train for democratic citizenship as we afford opportunities for leadership, use discussion and parliamentary practice to

develop democratic behavior, and encourage student-faculty participation in the solving of controversial issues?

6. Do we help the speech handicapped by working with them individually, then giving an opportunity to perform where they will do well?
7. Do we develop aesthetic qualities as we use interpretative reading and choral reading; do we teach appreciation of good theatre, and give training in theatre skills such as stagecraft, make-up, costuming, writing, and directing?
8. Do we develop listening in every phase of our work?
9. Do we make use of knowledge through study of contemporary affairs of the world in general, and of the affairs of the students in particular?
10. Do we integrate communications skills throughout the school program?

At Webster High we feel that we can answer most of these questions with a firm "Yes."

So we know our Siamese Twins, *Speaking* and *Thinking*, are alive and growing.

## EXCURSUS

We want the student to realize that the speech class is a work-room where he prepares to meet a life situation and not just another place to learn facts to give back to the teacher in order to fulfill another requirement for graduation. Although it is necessary to follow a plan of work in order not to have a dish of "speech-hash" at the end of the year, each student is urged to use the class period to prepare, rehearse, and receive help with any kind of speech work he is called upon to do in school or out. During a class period students may be working on a book review for English, a report for history, an after-dinner talk or anything imaginable. . . .—Geraldine Garrison, "High School Speech Based on Student Needs," *The Quarterly Journal of Speech*, XXVIII (April, 1942), 219-220.

# THE HIGH SCHOOL PRINCIPAL AND THE TEACHER OF SPEECH

Charles L. Balcer

WHATEVER degree of success a high school speech program enjoys depends to a large extent upon the calibre and quality of the individual or individuals who comprise the high school speech department faculty.

Modern classrooms, the latest textbooks, ample audio-visual aids, an alert and able group of speech students, interested and cooperative parents do not of themselves make for an outstanding speech program. True, all of these factors are important, but, to my way of thinking, not one of them is a substitute for a good teacher of speech. It is that teacher who sets the tone of the class, the tone and spirit of the speech program, and, together with the administrator and teacher colleagues, sets the tone and spirit of the school.

As a high school principal, there are certain aspects with which I concern myself when hiring a teacher of speech or in helping a speech teacher to improve "on the job" through in-service training.

The cynical reader (if any be numbered among subscribers to *The Speech Teacher*) might easily arrive at an erroneous conclusion concerning the authenticity of the content of this article on learning that its author is currently Professor of Speech and Director of Forensics at the State Teachers College, St. Cloud, Minnesota.

But until recently Professor Balcer was Junior-Senior High School Principal of the Detroit Lakes [Minnesota] High School. Those of us with experience in teaching speech on the secondary school level will recognize ourselves in the teachers Professor Balcer commends, and a few of our colleagues in those for whom he has something less than praise.

Professor Balcer received his baccalaureate degree from the State Teachers College at Winona, Minnesota in 1942. The State University of Iowa awarded him the master's degree in 1949 and the Ph.D. in 1954.

One important aspect is the relation of speech to the total school program. It is one of the functions of the high school principal to keep the faculty working together in the best interests of the education of all the students. The principal's job becomes quite easy when each of the individual faculty members accepts willingly the fact that he or she is a member of the group, and that the group goal is of more importance than the goal of any individual teacher. A strong faculty does not have among its members prima donnas who are always trying to steal the show at the expense of their colleagues. The speech teacher must realize that the speech program is an important and integral part of the school's total program, but that it is not more important than that total program. There is no room among speech teachers for "crusaders" who believe speech should be first and foremost and that all other subjects and activities are secondary. An ardent crusader for a strong speech department can quickly arouse the opposition of the rest of the staff and kill any chances for building up interest in speech. The speech teacher's cooperation with other staff members and his developing good human relations with them are important. Since many students interested in speech will also be involved in other school activities, there must be a give-and-take for their time. Thus the speech teacher must be willing to cooperate with the band director, the choir director, the newspaper and annual advisors, athletic coaches, and play directors.

Besides this understanding by the speech teacher of the relation of speech to the total educational program of the school, as a principal I look for evidence in the speech teacher of a definite philosophy of speech and an ability to express that philosophy. One of the questions I ask prospective speech teachers is one on philosophy of speech. Far be it for any principal to indicate specifically what that philosophy should be, but I feel my question is a fair one. The administration has a right to know because the teacher's handling of the speech classes and co-curricular speech activities will be influenced by his philosophy.

Also, I feel that the speech teacher has a right to ask the administrator his attitude toward speech. If the administration is one that wants an outstanding record in declamation, debate and drama, and is interested in the number of "superiors" won at speech contests, the speech teacher should know this fact, and if he or she accepts the position should attempt to give the administration what it wants. However, if the philosophy of the principal is that speech is a valuable experience for as many students as possible (which I feel is the correct view), then the speech teacher should take that into consideration when accepting the position, or in carrying out the co-curricular speech program.

It may be possible, however, for the speech teacher to alter the philosophy of the administration who wants "superiors" by working toward an acceptance of speech taught as a communicative tool for all students, rather than an exhibition for a few, utilizing at first the wishes of the administration in regard to winners or high ratings. My observation has been that even where the success of a speech program (or an athletic program

or a music program) is measured in ribbons or medals or trophies, there has been noticeable increase in the interest of the participation by the students the following year. What better argument than this interest can an alert speech teacher use for the inclusion of an elective speech course in the curricular offerings? Working from this first elective course in speech it is often possible to secure approval for a required speech course. All of this takes time, of course, and the speech teacher should be prepared to work slowly for what he believes is the best speech program for his students.

A third aspect that I consider is the teacher's preparation in speech. I feel that anyone handling the speech work in high school today should have at least a minor in that field. Speech training of the teacher is important if he is to be in a position to give the students a thorough training in speech composition and speech making. No longer should the administrator assign the speech classes and speech work to just anyone. Training in English does not qualify a teacher to handle the speech work. What courses would I suggest, you ask, as this preparation in speech? My experience leads me to believe that the speech teacher should have had work in oral reading, public speaking, discussion and debate, stagecraft, dramatics, speech science, speech pathology, and parliamentary procedure. Teachers who find themselves assigned the speech work, the discussion and debate club, or the dramatics group and who feel inadequate to the task can usually find much worthwhile help from colleges and universities in their vicinity. Many colleges are offering "speech workshops" in their summer sessions aimed at solving the problems of these teachers lacking the proper training to do a proper job of



teaching speech and directing the speech and drama co-curricular activities. As a principal I am just as concerned with the teacher or prospective teacher who has "specialized" in one aspect of speech—debate, acting, or radio speech, for example. The high school speech teacher needs a broad background in all aspects of speech to do the job which I want done at the secondary school level. Few high schools today can afford a specialist in one narrow aspect of speech.

The teacher of speech should possess good speech habits and serve as a model to his students. Every teacher should have the same qualifications, but the speech teacher most of all. The community will judge the speech program to some extent by the speech habits of the instructor in charge. The students themselves are acutely aware of the speech of their instructors. The teacher of speech who has a pleasing voice and who practices good speech habits is an asset to the school and to the community. Closely allied with this point of being a good speech model is finding a speech teacher who has had a variety of speech experiences. Too often speech teachers do not make use of the opportunities available in the community to speak, and thus lose the opportunity to keep in mind the problems confronting the beginning speech student. I strongly believe the speech teacher is one of the most important public relations persons of the school staff, and as such can do much through public speeches to promote the school and the total educational program. Speech teachers should make every effort to participate, while in college, in speaking activities: debate, discussion, interpretative reading, drama, radio, and television so that when they become members of a high school staff and of a community they will have

available a practical knowledge of speaking situations.

A principal is interested in the speech teacher's attitude toward the students. Without good pupil-teacher relationships very little learning can take place in the classroom. A successful teacher, in my estimation, has the students doing right because they want to please the teacher whom they respect and love. He should be friendly with the pupils, but never sentimentally so. He is interested in the pupil's problems and is approachable. The speech teacher often has excellent opportunities for guidance work in his relationships with his students in class and in specialized speech activities. He should take advantage of these opportunities and aid the student in discovering how to solve his problems. One speech teacher acquaintance of mine, in working with a student in original oratory, discovered, in the course of conversations with him, a home situation that was causing the student much anxiety and concern and was interfering with his scholastic work. Other faculty members were unfairly "riding" the boy about his lack of studying, his laziness, and other faults. When these faculty members were informed of the impending separation of the parents and the break-up of the family home they could better appraise the student's work and understand the cause of its pooriness. The speech teacher helped the student, also, by referring him to the school counselor for assistance.

Often one of the principal's biggest problems arises from the inability of a speech teacher to handle satisfactorily extra-class activities. Some teachers can manage classroom activities without difficulty, but are unable to cope with the antics of the play cast, the debate squad, the radio club, or students engaged in similar speech activities. Since many of

these extra-class activities are conducted after school or in the evening, the problem can become serious. I've had the experience of having to report to the auditorium to help maintain order while a play was being rehearsed in the evening. I do not feel the speech teacher-play director should allow such a situation to develop. The teacher who needed help in supervising her class play at rehearsals found herself in this position because she did not insist upon her cast's staying in the auditorium and cooperating with her from the very first rehearsal. The play director needs to have definite plans made for those students not on stage during rehearsal. Many play directors could learn from the football and basketball coaches, who are often masters at making use of practice time in an organized fashion. Teachers should acquaint themselves with school policies covering after-school and evening meetings in the school building and see that school regulations are observed. They should assume vigorous leadership in their special extra-curricular activity.

Almost all of our extra-curricular activities involve the handling of money these days. I want my speech teacher to be a competent bookkeeper and record-keeper. Royalty payments for plays and ticket sales for plays and festivals can become bothersome if the teacher in charge does not assume his obligation. Efficient keeping of records so that information is quickly available for Awards Day, newspaper articles, and similar uses is a responsibility of the sponsoring teacher. Often the teacher in charge of declamation or the play director is not aware that she will be responsible for such items as ticket sales, information for newspaper stories, and

awards assemblies, and I would strongly suggest that every speech teacher be prepared for these duties: closely supervise student assistants who can, and should, handle the "leg work" of ticket sales; insist upon accurate records; deposit daily in the principal's office the cash received; check up frequently on ticket sellers. A special notebook for keeping a record of the speech contests and festivals attended and of the names of students who participated and the ratings they were awarded will save a great deal of time for everyone concerned.

A final aspect that a principal feels is important is that the speech teacher organize the speech program so that the administration, the students, and the teacher all know where they are going. The football and basketball coaches have well-planned seasons for practice and performance. Speech teachers, the play directors, the debate coaches should also organize their activities so that as many students as possible can participate, so that other teachers know when to schedule their activities to minimize conflicts and to use efficiently the time allotted.

These, then, are some of the things that one principal, at least, looks for in his teacher of speech. No attempt has been made to cover all the qualifications. I have, however, tried to emphasize those characteristics which experience has shown me to be important. After all, we want in our high schools competent teachers of speech who are enthusiastic about their work and see the proper relation of speech to the school's total educational program, who are exceedingly human in their understanding of boys and girls, who possess a clear-cut philosophy of speech, and who have the ability to organize and complete an educationally valuable program in speech.

## A PATTERN OF DISCUSSION

Laverne Bane

SCHOOL administrators and teachers sometimes find that the parents of high school students evince considerably less interest in school affairs than they did when their children were in the lower grades. This seeming lack of interest is apt to be more marked when parents have confidence in the school administration and students are interested in the school program. Under these circumstances, parental visits to the school are rare, and attendance at Parent-Teacher Association meetings becomes increasingly smaller. In time, because of this breakdown in communication, serious cleavages are apt to develop gradually between the school administrators and the people they serve.

In order to make it easy for parents to express their opinions about school policies the officers of the Parent-Teachers Association at Tooele, Utah, decided to initiate a questionnaire study of the parents' attitudes on twenty-one aspects of the school program. The questionnaire was sent to the parents of all high school students, and 341 out of 512 were returned. The excellent percentage of return was probably due in part to the fact that Tooele is a small, closely knit

community. Furthermore, a considerable number of the Association members had had a part in formulating the program and were active in urging their friends to answer the questions. A tabulation of the responses showed that group opinion was divided as follows:

1. Social activities are:	
Too many	20
Too few	31
About right	290
2. Sex education should be:	
More	112
Less	8
Same	148
None	15
3. Command of basic skills as now taught is:	
Excellent	65
Fair	200
Poor	16
4. In home work there is:	
Too much	39
Too little	67
Fair amount	207
5. Report cards are:	
Good	197
Fair	114
Unsatisfactory	8
6. General discipline in school is:	
Satisfactory	195
Unsatisfactory	90
7. General teacher strictness is:	
Too strict	14
Too lenient	76
Satisfactory	209
8. Our total amount of entertainment is:	
Too much	3
Not enough	46
Adequate	256
9. In teaching citizenship there is:	
Too much	1
Too little	106
Fair amount	197

From time to time we hear the charge that university professors in their ivory towers are unaware of or indifferent to problems in the high school. In this essay we have proof (if needed) that in some instances, at least, that charge is unfounded. If the group participation here described did not markedly alter the procedures and policies in a high school, at least it contributed perceptibly to improved acquaintanceship among parents, teachers, and administrators.

Dr. Bane is an Associate Professor of Speech at the University of Utah. He took both his bachelor's and master's degrees at the State University of Iowa. Stanford University awarded him the Ed.D. degree in 1940.

40. Our general scholarship requirements are:	
Too high	10
Too low	15
Reasonable	276
11. Students in our schools are generally:	
Happy	275
Unhappy	23
12. In competition we should have:	
More	81
Less	8
Present Amount	195
13. Our consideration of life in the past is:	
Too much	26
Not enough	45
Adequate	210
14. Children in our schools are learning:	
Less than in the past	35
More than in the past	119
As much as in the past	145
15. Our consideration of life in the present is:	
Too much	3
Not enough	85
Adequate	189
16. Our training for living in our present world is:	
Adequate	219
Inadequate	82
17. In teaching morality there's	
Too much	1
Too little	109
Fair amount	168
18. Vocational determination should be made in Junior High:	
Yes	163
No	127
19. Youth today in the opinion of parents are:	
Superior	91
Inferior	17
About the same	191
20. Is education sugar-coated?	
Yes	86
No	177
21. Does education have to be fun?	
Yes	178
No	115

After tabulating the responses, the officers of the Association decided to ask the Speech Department at the State Uni-

versity of Utah for help in setting up two discussion programs for consideration of those topics about which there was a marked variance of opinion. The early arrivals at the first meeting, consisting largely of officers and teachers, were asked to go to a small room adjoining the auditorium where they were divided into three groups of six each. The members of each group were told that they were to present a socio-drama defining one or more of the problems inherent in one of the following questions: Should citizenship be taught? Does education have to be fun? Should more morality be taught? The director of the program briefly sketched the possibilities for the development of each topic and left the groups to work out their dramas. They were told to enter the auditorium in fifteen minutes and sit together near the front of the hall.

The meeting was called to order and a brief report on the results of the questionnaire and the nature of the evening's program was given. The members of the audience were divided into discussion groups by instructing the people in the odd-numbered rows to turn around and face those sitting in the even-numbered rows. Groups of six members were formed by dividing each row in threes. Each group was asked to select a chairman and the ushers were instructed to provide each chairman with a note card and pencil. The casts of the playlets were introduced and acted their socio-dramas. After seeing these initial presentations, the discussion groups were asked to spend fifteen minutes discussing possible solutions to the problems portrayed in the dramas and to formulate a one-minute report for each chairman to give to the audience. At the end of the period, a microphone was carried through the auditorium for use by the chairmen of the



discussion groups as they gave their reports. The ushers were charged with the responsibility of making sure that the time limit was enforced. At the end of the report period a panel of five people, consisting of a teacher, a board member, an administrator, and two parents was seated on the platform. These panel members had been notified earlier in the week that they would each have five minutes to comment on the suggestions which the audience representatives had brought out. As might have been expected, the suggestions developed during this program did not lead to any significant change in the school program. For the most part, the ideas expressed were general in character, and in a number of cases were mutually contradictory. Most of the contributors talked of desirable goals, but proposed no program of action. However, those responsible for the activity felt that it served a useful purpose by stimulating a considerable number of people to think together about school problems and objectives.

A month later a more rigidly structured meeting was employed to deal with other areas where differences of opinion existed concerning the effectiveness of the school program. As members of the Parent-Teachers Association arrived for this program, they were given colored slips of paper. Six different colors were used. One week before the meeting three parents, two school administrators, and a school-board member had been asked to serve as chairmen of discussion groups. At eight o'clock these discussion leaders were introduced to the audience and the program for the evening was explained. The members of the audience were then asked to go to rooms on the same floor, which were marked with colored placards corresponding to the slips which had been given to them as

they entered the auditorium. Each topic for discussion was assigned to two groups, one presided over by a parent, the other by a school administrator. These groups discussed the topics for forty minutes, with approximately ten minutes devoted to a consideration of the nature of the problem and thirty minutes to a consideration of ways of improving the existing situation. The members of the groups then re-assembled in the auditorium. The chairmen were seated on the platform and each of them gave a five-minute report of the conclusions reached by the members of his group. The meeting adjourned after twenty minutes had been devoted to questions and brief contributions from members of the audience.

Both of these discussion programs were praised by the participants. In the opinion of the general chairman, the program which had utilized socio-drama and impromptu chairmen produced considerably more group enthusiasm and a greater sense on the part of each member of being a part of the problem-solving process. However, the fragmentation of the subjects under consideration which resulted from having a large number of brief reports by discussion chairmen made it difficult for the participants to formulate and implement their conclusions. The orderly progress toward a conclusion was distinctly better in the second program, but there was a tendency for the pre-scheduled group chairmen to dominate the discussions. In three cases the chairman talked more than half of the time, since each comment by a member of the group called for a long response from the chairman. In all cases the chairman seemed to favor contributors who expressed opinions which coincided with his, and in some cases these favored contributors were called upon several

times before the less-favored members of the group were recognized. Seating positions seemed to be a secondary factor in determining opportunities for group participation. Individuals who were on the extreme sides and at the back of the groups were repeatedly passed over in favor of those who sat near the chairman. The reports by the chairmen tended to stress their own ideas and experiences. The group discussions might have been improved by a more systematic attempt to instruct the chairmen in those procedures which encourage lively group participation.

It is improbable that a series of discussions of this type will be initiated in Tooele during the next two or three years, although some of the organizational techniques employed will undoubtedly be used in other school and community meetings. As a result of this program those responsible for the educational administration in Tooele were assured that the current school policies and program had the support of most of the townspeople. The people of the community were reminded that professional educators need counsel and encouragement from those whom they serve.

## EXCURSUS

### SUBJECTS FOR DISCUSSION

15. Is an Advocate justified in defending a man whom he knows to be Guilty of the Crime with which he is charged?
16. Which does the most to produce Crime—Poverty, Wealth, or Ignorance?
17. Is a Limited Monarchy, like that of England, the best form of Government?
18. Is not private Virtue essentially requisite to Greatness of Public Character?
19. Is Eloquence a Gift of Nature, or may it be acquired?
20. Is Genius an innate Capacity?
21. Is a rude or a refined Age the more favorable to the Production of Works of Imagination?
22. Is the Shakespearian the Augustan Age of English Literature?
24. Has the Introduction of Machinery been generally beneficial to Mankind?
25. Which produce the greater Happiness, the Pleasures of Hope or of Memory?
26. Is the Existence of Parties in a State favorable to the Public Welfare?
27. Is there any Ground for believing in the ultimate Perfection and universal Happiness of the Human Race?
28. Is Co-operation more adapted to promote the Virtue and Happiness of of [*sic*] Mankind than Competition?
29. Was the Banishment of Napoleon to St. Helena a justifiable Proceeding?—Henry Davenport Northrop, *The Model Orator, or, Young Folks Speaker, Containing the Choicest Recitations and Readings from the Best Authors for Schools, Public Entertainments, Social Gatherings, Sunday Schools, etc., including Recitals in Prose and Verse, Selections with Musical Accompaniments, Dialogues, Dramas, Tableaux, etc., together with Rules and Instructions for Gesture, Expression and Cultivation of the Voice* (Philadelphia: World Bible House, 1895), p. 515.

## SOME OBSERVATIONS ON HIGH SCHOOL DISCUSSION

David W. Shepard

A MODERN education manifesto might contain a few sentiments for discussion and a few, more or less, against debate. My experience as an education undergraduate indicated that "Discussion is the thing!" That emphasis on discussion may have reflected the instructors' whims, or it may have reflected the doctrine of modern education. The doctrine must be dominant, for there are areas in Minnesota where, unfortunately, discussion has replaced debate. There is evidence which indicates that such uncompromising emphasis may not be as satisfactory as its advocates wish.

During the past few years I have judged a number of high school discussions in Minnesota. These discussions have been a source of concern to me for what is committed in the name of discussion. This was especially true last spring in the discussions on "How can we most effectively combat the threat of Communism?" The panels committed repeatedly four errors which hindered effective discussion: (1) in the majority of discussions the students had apparently failed to exercise reasonable selection in their reading; (2) they had not evaluated their material; (3) they did not evaluate the contributions of other panel members; (4) as a result of these three mistakes the students were unable to follow the basic steps of discussion. Perhaps some elaboration on these errors will impress some educators with the hazards of accepting discussion solely for its

honorable aims, or because one is promised maximum results for minimum effort.

1. *Failure to exercise reasonable selection in reading.* In the discussions on how we can effectively combat the threat of Communism, the sources cited were limited to *The American Legion Magazine*, *The American Mercury*, *Reader's Digest*, some United States Chamber of Commerce pamphlets, and a few newspaper clippings referring to the House Committee on Un-American Activities. All these sources are essential in considering Communism, but they are not adequate if used alone. If the students were limited to these sources the topic should have been changed. They should have discussed "How do these sources deal with Communism?" rather than "How can we combat Communism?"

This failure to exercise reasonable selection in evidence is not peculiar to wretched discussion, poor debating, or inept teaching. However, one of the educational justifications for discussion is that it permits the student to be a looker in all sources and a viewer of all sides. Perhaps the students' failure to read widely lay with their teachers. Perhaps this error stemmed from a lack of material. Where the blame lies with the teachers, corrections can be made. Where sources are limited because of poor library facilities, there is little to be done. Of course the students might have read one or two daily newspapers, or they might have attended to one or two radio news commentators. Unfortunately many rural areas have little access to reputable

David W. Shepard (Ph.D., Minnesota, 1953) is an Assistant Professor of English at Ball State Teachers College, Muncie, Indiana.

newspapers, and in Minnesota the problem of radio reception in many rural areas denies the students access to even one commentator.

2. *Failure to evaluate the material.* This error can be expected when the students fail in the reasonable selection of their sources. Had a discussion group confined its research to English editions of *Izvestia*, *Pravda*, and *Red Star*, and had they accepted these sources as the whole truth, what judge would have failed to upbraid them and their teachers for being less than judicious in their preparation? The judges were not so eager to criticize the students for their outright acceptance of assertions about Communism from *The American Legion Magazine*, *The American Mercury*, and *Reader's Digest*. I am not saying that *Red Star* is the equivalent of *The American Legion Magazine*. I am talking about blind, uncritical acceptance of anything a publication offers.

What happens when high school students—or anyone for that matter—become careless with their material? "You say our colleges and universities are full of Communists. Have you any specific examples?" "Well . . . an article in *The American Legion Magazine* says that Communists have infiltrated our school systems. Don't you think we ought to do something about it?" "I mean specific examples: Who? When? Where?" "Well . . . as *The American Mercury* says, Lenin said Communists *must* infiltrate everywhere, and besides, look at our awful government. . . ."

There are some keys to critical reading, and it is the teacher's responsibility to provide his students with a defense against what they read. Perhaps only superior students can read critically, perhaps average and sub-average students can not. One might conclude that discussion, as an educational enterprise, re-

quires superior students, just as debate requires superior students. At any rate, a student who relies upon unsupported assertions from biased sources gives little indication of having learned anything. There are undoubtedly communities where the atmosphere is such that "critical evaluation" is the last thing the teacher will care to mention in the classroom. Perhaps this is stating the obvious in terms of the startling, but this problem will haunt us as long as we expect high school students to discuss significant controversial issues. Whatever the climate, the teacher should arm his students against what they read. A student in discussion who does no more than bolster his shakily grounded convictions with scare items is wasting his time.

3. *Failure to evaluate the contributions of others.* The sentiments one can find in discussion texts about how discussion permits people to consider ideas reflectively, that ideas may be presented without emotional coloring, are true only when there are uncolored ideas to be pooled, and when the people presenting those ideas really have something in mind. If a high school student has inadequate sources, if he cannot evaluate those sources, he is forced into the commission of this third error: he accepts assertions with which his sources agree and he rejects assertions with which his sources disagree. He cannot pool or evaluate ideas because he has none. In this respect the discussions I heard were quite harmonious. The students had read the same sources, and the discussions were exchanges of bloodthirsty predictions and inaccurate accounts of how Communists have infiltrated Hollywood, our government, churches, schools, and labor unions (but not, thank heaven, our bars, poolrooms, and honky-tonks). This was not critical evaluation, and it was not discussion.



High school debate has been severely criticized because debaters frequently make extreme pronouncements and present sound evidence of not knowing what they are talking about. The fault is not with debate, nor is it with discussion. We cannot assume that something constructive will happen when empty heads and misinformed minds are assembled in the name of discussion. The teacher cannot assume that his students will evaluate accurately what they read and hear. Many of us forget that no matter how admirable the aims of discussion may be, discussion will not work unless something worthwhile is put into it.

4. *Failure to follow the discussion formula.* There was little evidence in any of the discussions, except where the moderator indicated nonexistent divisions for the appearance of order, that the groups were even going through the discussion formula. All discussions started with "How can we define Communist threat?" which may have been commendable enough, and all wandered off in search of definitions by confusing definitions with judgments, and none was able to say, "Here are the available definitions and this is *our* definition." Some groups were unable to make clear distinctions between *possible* solutions and *alleged* Communist activity! No group produced a conclusion except where one moderator called for concluding statements because the handbook instructed him to do so. Usually the hour was spent confusing external with internal threats and exchanging poorly documented assertions which had little basis in fact.

Students who do not select their sources reasonably, who cannot evaluate their material, who cannot evaluate others' contributions, cannot profit from discussing a major issue simply because their group is dignified with the word

*discussion*. Any one of the first three errors will hinder the orderly progress of the discussion. There will be equivocation over definitions, confusion over the problem, inability to separate proposed solutions from whatever else they have been talking about, and there will be no conclusion. Then there will be one clever fellow, his eye cocked on the ballot, who will seek to capitalize on the confusion in an effort to get a high rating. The judge will have heard and the students will have engaged in a parody on discussion.

What conclusions might we draw from this? First, it may be that some educators have gone overboard with discussion. They have confused the worthwhile aims of discussion with the discussion method. Some have failed to note the careful qualifications accompanying the predicted results of discussion. Thus discussion has become a formula, but the formula works only insofar as it guarantees that something will happen when a group of students are confronted with a highly emotionalized controversial issue. No authority, to my knowledge, claims that the results of such a gathering will be beneficial just because the discussion formula is applied. Let's examine three isolated paragraphs from discussion texts. They may indicate where the trouble lies.

To drop the role of advocate for that of the inquirer, to present an idea in language uncolored by our own feeling so that others may appraise it on its own merits, to examine the other fellow's new or uncongenial idea objectively—these are all difficult lessons to learn. There is perhaps no better place to learn them than in the discussion group, where the consequences of wishful thinking and emotionally colored language are so immediately apparent.<sup>1</sup>

However . . . wherever men and women are able to pool their ideas and to formulate their decisions reflectively, their decisions are usually

<sup>1</sup> William E. Utterback, *Decision Through Discussion* (New York, 1950), p. 3.

founded upon better evidence and reason than even the most alert among us can ever glean from among the stratagems and counter arguments of advocates.<sup>2</sup>

During the last ten years there has been a movement among advanced and liberal thinkers toward the substitution of group conferences for the more formal and aggressive debate. The advocates of this change offer several reasons for it. They say that one of the fundamental weaknesses in the intellectual life of America is the desire to get ahead of the other fellow rather than to arrive at a solution of the problem that satisfies both and is at the same time consonant with a full knowledge of the facts. This national trait may be a remnant of the pioneer days, but it is more in keeping with the ethics of the horse dealer than it is with the needs of community welfare.<sup>3</sup>

There is enough here to explain why some educators have been carried away with discussion. The high school teacher, giddy with the prospects of being classed with "advanced and liberal thinkers," ignores or fails to see the careful qualifications: "... these are all difficult lessons . . ." "wherever men and women . . . formulate their opinions reflectively. . . ." There is nothing here that says students need not read critically, that they need not be reasonable in selecting their sources, or that the teachers need not find out just what the students *are* doing in their discussion groups. Objective examination of uncongenial ideas and the reflective formulation of decisions can be best accomplished *in* discussion, but they are not necessarily products *of* discussion, and they do not result automatically from discussion. Some high school teachers had better realize that the discussion formula works only under limited conditions, and some high school teachers would do well to find out what those conditions are before their students start frightening judges.

<sup>2</sup> Russell H. Wagner and Carroll C. Arnold, *Handbook of Group Discussion* (Cambridge, 1950), pp. 7-8.

<sup>3</sup> Letitia Raubichek, *Teaching Speech in Secondary Schools* (New York, 1936), p. 141.

Second, there will be difficulty in applying the scientific method to nonscientific problems no matter how much effort the teacher and his students expend. If the students' beliefs about Communism, or any other controversial issue, are firmly entrenched, if those beliefs are irrational, if the students read only agitational material, there is not much to be done in discussion. The discussion may demonstrate that the students have strengthened their prejudices, but not that they have learned anything. In fact, the teacher is confronted with a major problem in human behavior: the nature of belief. The scope of the usual discussion, with its lack of direction, its confusions from poor preparation and prejudice masquerading as open-mindedness, makes the debate situation mere child's play by comparison.

Finally, the discussion question presented the students with one of the real threats of Communism, and they could not see it because they were in the middle of it. It is unpatriotic to be objective about Communism, and this is demonstrated in the sources the students cited. Evidently another threat of Communism is that it prevents people from considering it objectively: there is so much hell-fire-and-damnation that "sin" can no longer be recognized or dealt with effectively. The nature of Communism fosters all this Technicolor writing about Communism. The resultant mind-shaping of these fulminations is not something dictated by self-styled patriots plotting in some tavern. It is automatic. It comes with the Communist threat. One holy war complex will breed another, and the rational man will be denounced as a traitor and heretic by both camps.

If we lose sight of the necessity for knowing what we are talking about, if we rely on discussion as a formula, there

is little prospect that discussion, in the proper sense, can be achieved. In place of discussion we will have organized hate sessions. If this is to be the case, as these high school discussions demonstrated last spring, we are in for trouble. Aldous Huxley has a pertinent comment on this in *The Devils of Loudun*:

The effects which follow too constant and intense a concentration upon evil are always disastrous. Those who crusade, not *for* God in themselves, but *against* the devil in others, never succeed in making the world better, but leave it either as it was, or sometimes perceptibly worse than it was, before the crusade began. By thinking primarily of evil we tend, however excellent our intentions, to create occasions for evil to manifest itself.<sup>4</sup>

<sup>4</sup> London: Chatto & Windus, 1952, p. 201.

## EXCURSUS

### SUBJECTS FOR DISCUSSION

1. Which would be of greater benefit to the country, a Protective Tariff, or a Tariff for Revenue only?
2. Ought Laws to be enacted for restricting foreign Immigration?
3. Does more evil than benefit result from laws permitting Divorce?
4. Prohibition, or High License—which?
5. Which was the greater Orator, Demosthenes or Cicero?

NOTE.—The discussion of this question must include references to style, aim and effect; artistical, mental and moral power.

6. Has the Fear of Punishment, or the Hope of Reward, the greater influence on Human Conduct?

NOTE.—This question involves considerations of greater importance. It has to do with Education, Government, and Religion. The fear of punishment is the principle usually supposed to influence us; and upon this principle, for the most part, education, laws, and religious instruction are founded; but many of the wiser men are beginning to doubt this system.

7. Is Corporal Punishment justifiable?
8. Is a Classical Education a benefit to a man engaged in ordinary Business?
9. Is Labor justified in organizing against Capital?
10. Should there be a Board of Arbitration appointed by the Government for settling disputes between employees and employers?
11. Is England rising or falling as a Nation?

NOTE.—Compare the Elements of Modern with the Elements of Ancient Prosperity.

12. Has Nature or Education the greater Influence in the Formation of Character?

13. From which does the Mind gain the more Knowledge, Reading or Observation?

14. Is the Character of Queen Elizabeth deserving of our Admiration? —Henry Davenport Northrop, *The Model Orator, or, Young Folks Speaker, Containing the Choicest Recitations and Readings from the Best Authors for Schools, Public Entertainments, Social Gatherings, Sunday Schools, etc., including Recitals in Prose and Verse, Selections with Musical Accompaniments, Dialogues, Drama, Tableaux, etc., together with Rules and Instructions for Gesture, Expression and Cultivation of the Voice* (Philadelphia: World Bible House, 1895), pp. 514-515.

## AN EVALUATION OF THE SMALL LIBERAL ARTS COLLEGE SPEECH CURRICULUM

Lin Welch

A CONSIDERABLE variation exists in the speech curricula of the small liberal arts colleges. Some offer extensive programs of study in the field of speech; others offer only one or two basic courses. Yet, apparently, most offer a major or minor.

How well these colleges fulfill the needs of their students in this field is a matter of special concern for all teachers of speech. Some of the students majoring in speech will turn to other institutions for graduate study. Many will teach speech in secondary schools. The thoroughness of their training will either further the maturation of speech as a subject, or retard the progress that has been made.

The needs of the student of speech in the small liberal arts college are similar to those majoring in speech in a large college or university. All students of a liberal arts college should be able to communicate ideas effectively in a public address. Students of speech and of education, students of pre-medicine and pre-dentistry, and students training for social work should have a working knowledge of speech defects and their correction. Auxiliary programs in theatre, radio, forensics, and interpretation need to serve the secondary cultural and social interests of the student rather than to provide professional training.

The purpose of this paper is to evaluate the speech curriculum of twenty colleges in the Southern Speech Association

and thirty-one in the Central States Speech Association. A liberal arts college may be defined as one in which the curriculum is composed of such subjects as languages, sciences, philosophy, and history as distinguished from professional or technical education. Most of the colleges are denominationally or privately endowed. They have teacher training programs, but do not offer other terminal occupational or professional training. All of the colleges are co-educational with an enrollment of six hundred or less.

Evaluations of curricula are based on catalog offerings of colleges surveyed as shown on the chart below. Not all deductions will be completely accurate because of the many inconsistencies between what is listed and what is taught. Trends of area interest and number of speech courses offered are evident, however, and deserve consideration.

Catalog listings indicate that 96.1 per cent of the colleges offer courses in public speaking or fundamentals. This percentage is the highest of colleges offering work in any one speech area. Two of the colleges that do not offer courses in public speaking offer no work in speech. Courses in English that include a unit of public speaking were not included in the tabulation. A course in public speaking is required at four of the colleges. It is required of majors and minors in nine of the colleges offering a major and at seven offering a minor, but not a major, in speech. Apparently, students in speech are forced to take public speaking

*Mr. Welch (M.A., Baylor, 1949) is an Instructor in Speech, University of Missouri.*



at most of the colleges in order to have sufficient hours for a major or minor. These findings indicate that the small liberal arts college is making progress toward satisfying the needs of its students in public speaking.

According to survey findings the needs of the students in the small liberal arts colleges for speech correction are not being satisfied. Twenty per cent of the Southern and 41.9 per cent of the Central States colleges offer courses in speech correction. None of the Southern, and only three of the Central States colleges offer more than one course. No mention is made of any clinic equipment. Speech correction is an elective course for students majoring or minor-ing in speech at ten of the colleges. It is not required of education majors in any of the colleges surveyed. Few of the graduates who plan to teach will be able to deal successfully with the speech and hearing disorders which will be brought to them as teachers of speech.

Courses in the auxiliary areas of theatre, radio, forensics, and interpretation make up sixty-one per cent of the work offered in speech. Although more colleges offer a course in public speaking, the total number of courses in theatre exceeds those of public speaking and speech correction combined. Interpretation is a steady third, and radio lags considerably behind. Survey findings indicate that the curricula of many of the small liberal arts colleges are overloaded with theatre courses to the neglect of other areas. The most conspicuous neglect is in speech correction. Radio is the most neglected of the auxiliaries, but this may be due to the high cost of radio equipment. Six colleges offer one or more radio courses without catalog reference to available equipment. Three of the colleges have campus radio stations and three others produce occasional

shows broadcast by local stations. The demand of the students for these auxiliaries may partly explain and justify the priority they now hold over other speech areas.

A number of courses in the auxiliary areas will help a student gain proficiency in public oral communication. Forensics offers some of the best training available for integration of logical reasoning and effective speaking. Participation in dramatic activities is an invaluable aid in the development of poise and self-confidence, two of the prerequisites for successful speaking.

Among the courses tabulated as "Other Courses," voice and diction was listed most frequently. Only one of the Southern colleges and three Central States colleges offer a course in phonetics. One college offered two courses in rhetoric and two had a listing in oratory. All of the "Other Courses" consistently complemented the six major area listings.

Almost all of the departments of speech with the larger offerings tend to specialize in one area. The curriculum usually corresponds to the specialized training and area interest of the department staff. One college that offers only three courses in theatre has four in interpretation. Another lists two courses in storytelling and ten in theatre to the neglect of speech correction and radio. Three colleges offer private speech instruction designed for the student's individual speech needs.

The catalog listings give evidence that many of the small liberal arts colleges do not offer a program that will properly prepare the major in speech for graduate study. Some of the colleges have adequate course listings in one area for further specialization in that area. If a small college offers a major in speech, it is responsible for providing training that will enable its graduates to compete

successfully with the graduates of larger colleges and universities for teaching positions and junior speech correctionist vacancies. It would seem inadvisable for these colleges to attempt to provide specialized training, as do the larger colleges and universities, for entering the tremendous professional theatre and radio competition. In order to meet the needs of the students, the basic course in each area seems to be more practical.

Eight of the Central States colleges and two of the Southern colleges have two speech faculty members. If all the courses listed are taught, the teaching schedule of the instructors in many of the departments with only one member is overloaded. In practically all of the colleges he also directs all theatrical productions, in addition to teaching a full load. Regardless of an instructor's competence, his teaching performance will suffer if his schedule is too heavy.

The survey points up the fact that most of the small liberal arts colleges recognize speech as an integral part of their educational program. It indicates that these colleges are satisfying the needs of their students in public speaking, and that the greatest need and opportunity for more extensive course offerings lie in speech correction. It shows that the auxiliaries hold first place in curriculum popularity, and sometimes crowd out needed courses in other areas. There is evidence, too, that

the speech curricula of many of these colleges should be re-examined and revised to bring about a better balanced program.

Note: Colleges included in the survey are Paine College, Augusta, Georgia; Lincoln Memorial University, Harrogate, Tennessee; Newberry College, Newberry, South Carolina; Claflin College, Orangeburg, South Carolina; Knoxville College, Knoxville, Tennessee; Bridgewater College, Bridgewater, Virginia; Lander College, Greenwood, South Carolina; Ouachita College, Arkadelphia, Arkansas; Milligan College, Milligan College, Tennessee; Piedmont College, Demorest, Georgia; Lambuth College, Jackson, Tennessee; Hendrix College, Conway, Arkansas; Bluefield State College, Bluefield, West Virginia; Huntingdon College, Montgomery, Alabama; Presbyterian College, Clinton, South Carolina; Valdosta State College, Valdosta, Georgia; Salem College, Salem, West Virginia; Longwood College, Farmville, Virginia; East Texas Baptist College, Marshall, Texas; Union University, Jackson, Tennessee; Hiram College, Hiram, Ohio; Huron College, Huron, South Dakota; Nebraska State Teachers College, Peru, Nebraska; Wartburg College, Waverly, Iowa; Franklin College, Franklin, Indiana; College of Emporia, Emporia, Kansas; Milton College, Milton, Wisconsin; Iowa Wesleyan College, Mount Pleasant, Iowa; Culver-Stockton

SPEECH OFFERINGS OF TWENTY SOUTHERN AND THIRTY-ONE CENTRAL STATES LIBERAL ARTS COLLEGES

Content Area	Colleges Offering Courses in Area		Number Courses Offered	
	Southern	Central States	Southern	Central States
Public Speaking	19	30	37	79
Speech Correction	4	13	4	17
Auxiliaries:				
Theatre	17	29	57	127
Radio	5	18	6	31
Forensics	8	28	15	54
Interpretation	8	24	18	43
Other Courses	7	12	9	16

College, Canton, Missouri; Hanover College, Hanover, Indiana; North Central College, Naperville, Illinois; Blackburn College, Curtinville, Illinois; Shurtleff College, Alton, Illinois; Missouri Valley College, Marshall, Missouri; Indiana Central College, Indianapolis, Indiana; Buena Vista College, Storm Lake, Iowa; Parsons College, Fairfield, Iowa; Bethel College, North Newton, Kansas; Monmouth College, Monmouth, Illinois; College of Idaho, Caldwell, Idaho; Oak-

land City College, Oakland, Indiana; Greenville College, Greenville, Illinois; Taylor University, Upland, Indiana; Upper Iowa College, Fayette, Iowa; Illinois College, Jacksonville, Illinois; Northwestern State College, Alva, Oklahoma; Black Hills Teachers College, Spearfish, South Dakota; McPherson College, McPherson, Kansas; Carthage College, Carthage, Illinois; Baker University, Baldwin City, Kansas; Winona State Teachers College, Winona, Minnesota.

### EXCURSUS

A thorough study of the principles of elocution should be the basis of all college courses in public speaking. This means a knowledge of the physiology of the vocal and breathing organs, of control of the breath, and of the placing of tone; a knowledge of the essentials of good articulation and pronunciation, and much practice in difficult sounds and words; an understanding of the laws of emphasis and drill in its application in the reading aloud of well-selected passages of literature; a careful study of the elements of quality, force, pitch, and time, and their application in the delivery of well-chosen selections from the poets and the orators; a study of the elements of gesture, and the practice of exercises best fitted to give grace in attitude, bearing, and movements of the body in expression. This course should occupy at least three hours of class work per week during one semester, or if possible, for a full year.

When such a course has been completed the student may then proceed along two lines of work—interpretative and the self-expressional, the main purpose of the one being to give proper expression to the best thought of the great authors; of the other, to give the best expression to one's own thoughts. Students are advised to pursue both of these lines at the same time, not to exceed three hours per week in each, for I hold that students in order to broaden themselves and develop strong personality should at the same time pursue other cultural subjects—language, literature, philosophy, economics, sociology, etc.—for the rest of their sixteen or eighteen hours of recitation per week.—Thomas C. Trueblood, "College Courses in Public Speaking," *The Quarterly Journal of Public Speaking*, I (October, 1915), p. 260.

## BRINGING THE FORENSICS PROGRAM TO THE TAXPAYERS

James P. Dee

IN February, 1953, an attempt was made at the University of Colorado to re-establish a program of public discussions dealing with topics of a serious and controversial nature which had been carried to various groups throughout the state. Since 1946 such a program had shown intermittent sparks of life, but it had been several years since a sustained effort and adequate financial resources had been devoted to this phase of forensics.

The program was launched as a supplement to our regular forensic schedule of tournaments, intramural debates, and campus speech contests. We felt that our regular program was too restricted, providing too few live-audience speaking experiences for our students.

We recognized two other goals of primary importance. These were that (1) we could establish a closer contact between the students of the university and the people of the state who, by their taxes, support and maintain the university; and (2) we could, because of the faculty and research facilities centered

at the university, contribute to the audiences' knowledge and understanding of various local, national, and international problems. These goals were especially important because a great deal of misunderstanding had recently been engendered by a prolonged academic freedom controversy on the campus.

These were the primary goals of the program. We also recognized a fourth—important, but secondary—benefit that might be derived from bringing our students before the people of the state. For a number of years, the forensic program had been suffering from inadequate appropriations. Since Colorado is a state university, a program of public discussion—if successful—could help to bring the entire forensic program to the attention of the university administration.

This is a report of approximately eighteen months' activity under the revitalized program. We submit it here with the thought that other schools contemplating a similar venture may be able to profit from our experience.

### BEGINNINGS

In February of 1953 we approached a small group of students concerning participation in the program. We deliberately kept the group small and select because we were starting in the middle of the year with very little preparatory work. We chose students for their maturity and scholastic standing as well as for their public speaking ability; most of them were juniors and seniors. (This

Mr. Dee is currently a graduate student in the Department of Speech at Purdue University, where he is studying for his doctorate. Previously he was an Instructor in Speech and one of two Assistant Directors of Forensics at the University of Colorado, where he conducted the activity he describes in this essay.

Mr. Dee took his A.B. degree at the University of Florida in 1948. On going to the University of Missouri (which granted him the M.A. degree in 1950) Mr. Dee changed his field of specialization to public address.

Although he plans to make college teaching his vocation, Mr. Dee is interested in the Foreign Service as well. He has passed the required written examination, and is "now awaiting a summons to Washington for an oral examination."



past year, with the program fairly well established, we opened it to all interested students.)

Each student who indicated his willingness to participate prepared a list of questions and topics he thought would be interesting and appropriate. At a general meeting called by the advisor, suggestions were pooled, duplications struck out, and wordings agreed upon. Then the students selected by vote six questions which seemed to promise the greatest amount of student interest and potential appeal to adult audiences.

These questions included consideration of the state budget, statehood for Alaska and Hawaii, civil rights, United States sovereignty and the United Nations, compulsory health insurance, and Communism in the schools and government (two questions). Each student studied three of these questions. (This past year, with more students in the program, each was asked to study two questions.)

The first year, we wrote a letter to the program chairman of forty service clubs and granges in the eastern part of the state. (This past year, with an expanded program, more time, and more money, we wrote to all two hundred fifty service clubs in the state.) We purposely limited our first year mailing in order to utilize our limited resources most effectively in a sparsely-populated state with a few widely-scattered towns. This letter explained the program, listed the questions we were prepared to discuss, and asked the clubs to invite us to appear before them. We pointed out that, in addition to obtaining a program that was unusual, the club would be helping the University in its forensic program. A mimeographed postcard was enclosed for reply. We did not ask for money, although about half of the

clubs before whom we appeared did help us with our expenses.

#### OPERATION OF THE PROGRAM

While awaiting specific invitations, each group of students (numbering about six) met with their advisor three days a week for about a month to plan their research and discuss their findings. (This past year, each group, numbering about the same, met twice a week for six weeks at the beginning of the year and thereafter independently, or with the advisor when possible.) As program requests were received, two and three day trips were planned to different sections of the state. Quite often it was possible to meet with two clubs a day, one at noon and the other in the evening. At other times, the clubs requesting programs were close enough to Boulder that we could meet with them and return the same day.

The first year we were able to meet with sixteen clubs during a six week period. This number represented a forty per cent return on our original mailing. (The second year, in which we sent out letters in the fall instead of in February, our return dropped to about twenty per cent. The resulting fifty invitations represented all the opportunities we could adequately accept with the personnel and resources available.)

We traveled by university automobile, for which we paid five cents a mile. When it was necessary to spend the night on the road we stayed at motels. Meal expense was minimal, since we were usually guests of the clubs for either lunch or dinner. Often they would contribute five or ten dollars toward our expenses. Occasionally they gave us more. For the first year the net cost of the program was approximately one hundred fifty dollars. The second

year, during which we met with almost twice as many clubs and drove to every part of the state, the net cost was roughly three hundred dollars.

The discussions usually took the form of a panel or symposium, though occasionally a "disbate" would be presented. ("Disbate" is a term coined at Colorado to describe a program in which opposing sides of a particular issue are presented, as in debate, but in which the prevailing attitude more closely approaches the co-operative attitude which characterizes good discussion rather than the competitive attitude of debate.) They lasted an average of forty-five minutes (luncheon meetings were necessarily shorter, about thirty minutes), and the forum period which followed often continued much longer. At one meeting with the Grand Lake Rotary Club, the audience refused to break up until it was too late for our group to return to Boulder; fortunately, one of the Rotarians put us up for the night at his dude ranch. The next morning we ran out of gas, and the advisor had to walk three miles on a freezing mountain winter morning.

#### RESULTS

After each program we asked the club to return an evaluation form. Over the year and a half, eighty-five per cent of the clubs co-operated in these evaluations. Such criticisms have assisted us in attempting to evaluate the program and its reception.

The comments we received were helpful. They included such suggestions as, "Tell Sue to look at the audience more and not to make such faces," "Akhio should speak more slowly; it was difficult to understand his accent," "Would have liked a stronger presentation of the other side."

Some of the clubs were very kind in their compliments:

Although not all members agreed with the opinions expressed, everyone agreed that the discussion was fair and objective.

The audience seemed to be thoroughly interested and in no hurry to close the meeting. . . . It was especially interesting to perceive the college students' viewpoint.

If this is what our University is producing, we don't have to worry about the future.

The members of the audience were impressed by the college students' grasp of a problem that has concerned us all for some time.

Such criticisms and comments were given to the student participants. In addition to these evaluations, the students felt that they gained a great deal from the give and take of the audience situation. They also liked working with two or three questions during the year, rather than with just one, as they had done previously in the regular forensic program.

The reception we received and the co-operation extended is convincing evidence that we achieved our second goal of bettering relations between the university and the citizens of the state. This better relationship, we are convinced, is partly because the people were given an opportunity to do two things: (1) to see and hear the university's product, and (2) to help the university in a very direct and tangible way by providing critical audiences for university students. Perhaps it is not too presumptuous to say that we contributed something to the general knowledge of our audiences.

Too, the university administration learned of our program and generally was well pleased. This past year our new president made a strenuous effort to visit each of the service clubs of the state and, fortunately for the forensic program, usually followed us by about two weeks. Invariably he received some comment about our program, and frequently that comment was favorable.

The writer recently had occasion to discuss the forensic program with the vice-president, and was pleased to note how much importance he attached to that phase of the program which was taken to the people. Although causal relation is difficult to establish, we feel that these off-campus activities have contributed to a better understanding of, and financial support for, the entire forensic program by the university administration. (Our appropriation was increased by a third for the coming year.)

The program did not always operate as smoothly as one might infer from this report, and we would be remiss if we did not point out some of the problems. For one thing, the program required a great deal of time, not only on the part of the advisor, but also on the part of his colleagues and his students. It is impossible to measure the amount of time the students devoted to research, but it must have been substantial.

During the first few weeks of the program, when he met with each of the

six student groups two and three times a week, the advisor was forced to work long hours and forego a considerable amount of home life. This period was followed by a great deal of travel throughout the state, and such travel, besides being time-consuming, is very tiring, and especially so when much of it is done at night and over mountainous roads. Too, it frequently was necessary to impose upon his colleagues to take his classes while the advisor was away. And sometimes arranging an itinerary that will allow the greatest number of speaking engagements for the least amount of money and time can be vexing. Correspondence was heavy and required a great deal of tact when it was necessary to juggle requests. Such a program should not be the job of one man.

But with all these disadvantages, we feel the program is valuable enough—to the student, the forensic program, the university, and the state—to warrant our continuing it and, if possible, expanding it.

## EXCURSUS

### SUBJECTS FOR DISCUSSION

30. Ought Persons to be excluded from the Civil Offices on account of their Religious Opinions?

31. Which exercises the greater Influence on the Civilization and Happiness of the Human Race, the Male or the Female Mind?

32. Which did the most to produce the French Revolution, the Tyranny of the Government, the excesses of the Higher Orders, or the Writings of Voltaire, Montesquieu and Rousseau?

33. Which was the greater Poet, Byron or Burns?

34. Is there reasonable Ground for believing that the Character of Richard the Third was not so atrocious as is generally supposed?

35. Does Happiness or Misery preponderate in Life?—Henry Davenport Northrop, *The Model Orator, or, Young Folks Speaker, Containing the Choicest Recitations and Readings from the Best Authors for Schools, Public Entertainments, Social Gatherings, Sunday Schools, etc., including Recitals in Prose and Verse, Selections with Musical Accompaniments, Dialogues, Dramas, Tableaux, etc., together with Rules and Instructions for Gestures, Expression and Cultivation of the Voice* (Philadelphia: World Bible House, 1895), pp. 515-516.

# BOOK REVIEWS

L. LeRoy Cowperthwaite, *Editor*

**SPEECH FOR THE CLASSROOM TEACHER** (third edition). By Dorothy Mulgrave. New York: Prentice-Hall, Inc., 1955; pp. xxiii+470. \$5.75.

Dorothy Mulgrave states that her third edition of *Speech for the Classroom Teacher* offers "a basic and comprehensive treatment of the fundamentals of speech." The purpose of the book is (1) to help the teacher "overcome whatever speech faults he himself has," and (2) to prepare the teacher "to aid those in his classes who are in need of speech consciousness and training." The book has been written "not only to help students in schools of education, but to serve as an aid to teachers in service, especially where the speech arts are involved."

The third edition is an improvement over the older edition in some respects. The long and excellent bibliographies at the end of each chapter have been brought up to date. Additional problems for the student have been placed at the end of chapters where before no problems appeared. Exercises in voice and diction have been increased in number. New material has been added on hearing, as Lincoln Holmes suggested in his review of the revised edition; the chapter formerly entitled "Radio" has been expanded to include some materials on television. There are several minor changes, including brief additions in selected paragraphs and rearrangement of materials. The expansion of the text has, evidently, contributed to the increased sale price which is somewhat above the average cost of a textbook.

Some sections in need of revision have not been changed. The chapter on group discussion is a case in point. In her preface, Miss Mulgrave states that her book "describes the newer methods of group discussion." Yet the chapter on group discussion in the third edition is a reproduction of the corresponding chapter in the revised edition. She has not taken advantage of the vast amount of research in discussion and group dynamics done in the last nine years. The same situation prevails in the chapters on public speaking and dramatics.

In spite of the book's apparent popularity, as indicated by the numerous printings and revisions, the principal criticism is not of the re-

vision itself, but rather of the basic text that has survived the revision. The new edition, which contains basically the same approach to the teacher's speech problems as the earlier editions, is open to most of the criticisms that could be leveled at the basic text.

First, the book is not "a statement of speech fundamentals." Parts II and III entitled "The Speech Mechanism" and "The Scientific Study of Language," respectively, go beyond the goal of fundamentals to a detailed treatment of voice and language. Part II presents the physiology of speech and an analysis of voice with exercises for voice improvement. Part III is a detailed analysis of all the sounds in the English language employing the complete International Phonetic Alphabet. Materials for practice require a working knowledge of phonetic symbols. These materials (to which nearly one half the book is devoted) are speech fundamentals neither in the sense that they are elementary essentials of the fields of speech, nor in that they are basic to effective speech training.

Second, the treatment of the "speech arts" and the introduction to speech correction under the heading of "Speech Pathology" is too brief to be comprehensive. Should a teacher attempt to make a speech, lead a discussion, direct a play, or correct a student's speech on the sole basis of the materials presented in these areas, he would certainly meet with frustration, if not with complete failure. The whole area of inductive and deductive reasoning, for example, is treated in one sentence; the concept of a "central idea" in public speaking is omitted. The pattern of reflective thinking (the heart of the discussion method) is not included, nor is discussion presented as a valuable method of problem-solving. Except for a bibliography and lists of plays, the entire field of drama is confined to less than ten pages.

The book proposes to correct faults rather than develop the speech potentialities of the teacher and his students. This purpose has lead the author to place undue stress on the speech mechanism, phonetics, and drill. It is questionable whether the teacher should enter the schools armed with this narrow view of



speech problems in the classroom. It would be preferable, in my opinion, for the teacher to be prepared to devise speaking situations, encourage student participation in them, and suggest ways a student can improve his potentialities for the various speaking situations he will experience in the future. The teacher's own speech might well improve in the process.

WILLIAM S. SMITH,  
*Alabama Polytechnic Institute*

**THE TEACHER SPEAKS.** By Seth A. Fessenden, Roy Ivan Johnson, and P. Merville Larson. New York: Prentice-Hall, Inc., 1954; pp. xi+359. \$4.65.

This book should be required reading for every prospective elementary and secondary school teacher and recommended reading for teachers with classroom experience. It is designed to help the teacher in his diversified roles as speaker and to enable him to assist his students in oral communication. It is not a textbook in speech, but is based on the premise that a basic command of speaking is important in the educational process.

The organization of the book follows the teacher from the early years of college preparation to his classroom and community relationships. The first two chapters show how speech reveals the personality of the teacher and the importance of oral communication as a means of personal-social adjustment. The next three chapters cover basic processes of speech, e.g., language, listening, bodily action, voice and articulation. Chapter six suggests methods of acquiring proficiency in speech activities, such as classroom discussion and oral reading. Chapter seven gives helpful hints on preparation for the employment interview and various types of conferences. In helping the teacher to stimulate participation in his class, chapter eight introduces sociometry. Next is a chapter giving detailed suggestions on improving speech effectiveness of students through the use of drills, exercises, and games. Chapter ten explores various speech activities, for instance, the use of interviews, oral reading, creative dramatics, role-playing and group discussion, with hints for criticism and evaluation of such activities. Chapters eleven and twelve explain how the teacher himself should prepare for speeches and group discussions, with a suggested program for continued growth and improvement in oral communication.

The book is based on sound studies in speech. Teachers of speech will not disagree with the premise that speaking ability is best acquired in

a functional situation. The classroom situations presented for the reader's analysis are unusually practical; the suggested readings at the end of chapters are well selected; and the pictorial caricatures from *Adult Leadership* magazine are amusing and pointed. Especially good is the emphasis on the act of oral communication as an act of learning with the idea that the thinking process is incomplete without expression.

Because of change in focus from teacher to student and back to teacher, concentrated help is minimized. Anyone, however, should appreciate this readable and practical attempt to improve the teacher's self-command of the basic requirements of good speech together with his understanding of their application in guiding and promoting his students' learning.

MARGARET WOOD,  
*Northern Illinois State Teachers College*

**LANGUAGE ARTS FOR TODAY'S CHILDREN.** Prepared by the Commission on the English Curriculum of the National Council of Teachers of English. New York: Appleton-Century-Crofts, Inc., 1954; pp. xvi+431. \$3.75.

*Language Arts for Today's Children* is the second volume in a series of five which the Commission on the English Curriculum of the National Council of Teachers of English is preparing. The Director of this study was Dora V. Smith. Co-chairmen of the production committee for the book were Elizabeth Guilfoile, Principal of the Hoffman School in Cincinnati, Ohio, and Helen K. Mackintosh, Associate Chief, Elementary School Section, United States Office of Education.

The volume is divided into four distinct but related parts. Part I presents the sources from which an effective program in language arts is developed. Part II discusses separately the four areas of the language arts program: listening, speaking, reading, and writing. Part III demonstrates ways in which the separate areas may be used in functional relationships in classroom teaching. Part IV is concerned with the basic problems involved in inaugurating and evaluating a sound language arts program.

The classroom teacher in the elementary school should find this survey of the language arts program of value. The book also might be used effectively in a methods course in language arts.

The editors recognize that the need for communication skills is as old as the ideals of Western civilization, but they also recognize the

fact that the goals of the language arts: "to think clearly and honestly, to read thoughtfully, to communicate effectively, and to listen intelligently," must be re-interpreted according to the conditions of the society in which each generation grows up. Consequently, they stress the needs of the child in today's world: a world in which scientific progress has brought about phenomenal change in the last twenty-five years. Emphasis is also placed on the adjustment of the curriculum to the needs of the individual child.

Of the four areas of communication, reading, which is given the most space, is handled most effectively. The editors stress the fact that "a program of reading readiness in the primary grades based on clear recognition of children's differences in maturity may result in fewer remedial cases at the intermediate level." Some consideration is given to the place of oral reading in the language arts program.

The chapter on speaking presents effectively, though briefly, suggestions for helping children with defective speech. That there was no representative from the area of children's drama on the production committee seems evident in the rather superficial two-page treatment of creative dramatics. The communicative values of this area, which have been demonstrated so effectively by Winifred Ward and the many persons who are carrying on her work throughout the country, are sadly neglected. Likewise, choral speaking is recommended, but there is insufficient discussion of the ways in which it may be used. The editors have stated that every classroom teacher is a teacher of speech. Unfortunately, the preparation of many classroom teachers in this area is weak. Much better help in teaching speaking might have been gained for the classroom teacher if a somewhat more detailed analysis had been prepared by an authority in this area.

Part III, the "Program in Action," envisions typical activities which demonstrate ways in which the communication skills may be taught at various grade levels. Illustrative materials from classrooms throughout the country are used.

Each chapter includes an excellent bibliography. Since the book is presented in a stimulating manner, the reader undoubtedly will be eager to explore much of the suggested material.

Three more volumes, *The English Language Arts in the Secondary School*, *The College Teaching of English*, and *The Preparation of*

*Teachers of the English Language Arts*, are now in preparation.

ELAINE McDAVITT,  
Iowa State Teachers College

**BURNS INTO ENGLISH.** By William Kean Seymour. New York: Philosophical Library, Inc., 1954; pp. 160. \$3.75.

This collection of renderings of fifty of Robert Burns' longer narrative and lyric poems is offered to the world at large, but especially "to that great body of English-speaking readers who instinctively recoil from glossaries and dictionaries." Now for the first time readers can enjoy the poet's chief works without recourse to Scottish glossaries for understanding of the multitudinous dialect forms. Ever since William Cowper wrote of Burns, "His candle is bright, but shut up in a dark lantern," writers have regretted the difficulty non-Scottish readers of Burns experience.

Mr. Seymour, an Anglo-Irishman who has contributed numerous prose and verse parodies to *Punch*, has edited two anthologies, and has published two novels, succeeds in interpreting Burns in spirit and in truth. Teachers and students of English, and especially of oral interpretation, should welcome this volume, not as a substitute for Burns, but, as the author states, "as an inducement to them to make acquaintance with the mind of Burns, with his wit and satire, his sentiment and humour, and above all with the genial warmth of his universal humanity." This book should accomplish that objective.

Those who have studied Burns extensively and have absorbed his dialect may find these translations lacking in what might be called "music." The relation of duration and interval changes slightly in any translation, even in this one in which the Burns and the Seymour intuitions seem to correspond. Nevertheless, the volume will bring great pleasure to those who have tried valiantly to read Burns but have found the intricacies of Scottish dialect too great an obstacle to pure pleasure in reading.

PATRICIA McILRATH,  
University of Kansas City

**HOLIDAY BOOK FOR VERSE CHOIRS.** By Gertrude Dixon Enfield. Magnolia, Massachusetts: Expression Company, 1954; pp. 96. \$1.50.

Here is a book of delightful verse choir plays for children which should gladden the

heart of every teacher who longs and looks for ways to use many children in short programs. These plays are not difficult to produce, so the teacher with little or no training in voice work can be sure of a pleasant experience. If, however, the teacher has had training in choral speaking, there are endless possibilities in expression, acting, staging, costuming, and lighting. Here are plays that children may enjoy during rehearsal and in production.

The volume contains eleven plays in all. The New Year's play with solo parts for thirteen and a minimum of unison work would be an excellent piece for the teacher and group to whom this type of presentation is new. The *Twelfth Night Frolic* contains the loveable "Twelve Days of Christmas." For Lincoln's Birthday, *The Girl in the Blue Silk Gown* is a costume play which calls for a Lincoln impersonation. *The Saint of Valentines*, *The First Day of May*, and *The Charm Tree* (Christmas) will delight the youngest children. *The Hallowe'en Fantasy* provides opportunity to use sound effects and music in combination with the spoken verse. The Thanksgiving play and the Washington's Birthday number are a bit weaker than the others, but could be handled interestingly. Possibly the most beautiful and effective one is the *Christmas Pageant with Music*. The author has been very thoughtful in including a *Christmas Eve Play* for high school students with a sophisticated whimsy which instantly captivates the teen-ager.

FAITH SWARTZ WILLSON,  
Perry Township High School,  
Perryopolis, Pennsylvania

WHAT ABOUT SPEECH! (Bulletin No. 62, Bureau of School and Community Services). Hartford: Connecticut State Department of Education, 1954; pp. 12. Free.

The committee preparing this guide attempted the inhuman task of condensing within nine printed pages the basic concepts of and procedures for improving the speech of classroom teachers and their pupils. The language and outline form of the guide are on an elementary level, probably designed to show the teacher a positive way to present the information to her students. The first part of this bulletin consists of guide questions and answers the classroom teacher may use in developing good speech habits in children. There is a definition of poor speech, and a list of specific types of speech disorders that may

occur in the classroom, followed by brief suggestions to assist the teacher in correcting them.

In the latter part of the bulletin the ways in which all children can benefit from speech training are pointed out, with references to suggestions for instruction, the teacher as a speech model, the need to understand the child, and making the child speech-conscious. One section is devoted to special problems requiring corrective speech and a speech consultant. There are specific examples of listening techniques to improve general classroom speech, and, finally, two reading references to help the teacher.

The bulletin should prove useful in those school areas where the teachers lack training in speech improvement for classroom teaching.

ELEANOR L. GRAY,  
Kent State University

A GUIDE TO BETTER HEARING (Bulletin No. 52, Bureau of School and Community Services). Hartford: Connecticut State Department of Education, 1952; pp. 36. Free.

In this bulletin the reader will find in concisely integrated form information about and for a hearing conservation program. Designed for distribution in Connecticut, the pamphlet lists only the audiologic service agencies in that state, but gives pertinent facts concerning the extent of hearing loss, its effect, definitions of various types of loss, methods of detecting them (with a description of the importance of audiometric tests), the medical-educational aspects of hearing loss, an outline of needed and available integrated services, specific suggestions for parents, teachers, and agencies, a statement of services provided by Connecticut law, and a glossary of terms.

Although certain sections understandably have application restricted to Connecticut, as a whole the bulletin supplies a highly useful outline of and reference for general information, useful not only to teachers, parents, and school administrators, but also to professional and social workers interested in the welfare of the hard-of-hearing individual.

ELEANOR L. GRAY,  
Kent State University

EFFECTIVE COMMUNICATION: A GUIDE TO READING, WRITING, SPEAKING, AND LISTENING. By Howard H. Dean. New York: Prentice-Hall, Inc., 1953; pp. xiii+669. \$4.95.

An increasingly popular method in the teaching of the language arts utilizes a single, uni-

fied course intended to improve the general and specific skills involved in listening, reading, speaking, and writing. Many teachers of English and speech feel that this four-fold assault upon language inadequacy offers more chance of success than does the divided approach more generally used. In this multiple attack a strong emphasis is demanded for attention to the receptive skills involved in the transfer of ideas; listening and reading are studied and practiced, as in the case of speaking and writing. In other words, teachers of English and speech realize that poor communication of ideas results as often from poor receiving as from poor sending.

In *Effective Communication* the author attempts to implement the language arts emphasis by gathering in one book the materials essential to a four-fold approach. This was no easy task. In the preface the author points out that this book is based on three major assumptions: (1) that knowledge of the communication process enhances the development of communication skills; (2) that a fundamental factor in communication is *thought*; and (3) that the consideration of the implications for reader and listener of ideas presented is as important as the consideration of the methods of transmission. The chapters in Part I of the textbook develop these assumptions and constitute an important contribution to those interested in the multiple approach. The seven chapters in this section are devoted to the outlining of the "fundamental principles" involved in communication.

The book contains six parts and a total of twenty-six chapters. The second part deals with the special skills needed for effective reading, listening, writing, and speaking. The receptive skills of reading and listening are handled in a single chapter of twenty-five pages with only five pages related directly to listening. Speaking is dealt with in two chapters, with a special chapter devoted to group discussion; problems in writing are covered in one chapter. Part three discusses the general nature of informative communication, and part four is concerned with techniques of persuasion. Mass communication is the subject of part five, and part six discusses standard English form, the usual information on grammatical construction.

The author attempts the tremendous task of organizing and presenting material relative to four skills of communication which have some overlapping elements and a great many separate constituents. He has done an excellent job, and his product should receive careful scrutiny

by those following the communication skills pattern in a college program of language arts.

Perhaps some will feel that this book devotes too much space to the "common" elements of the four skills of communication and too little to the recognized differences. Others may feel, as does the reviewer, that the section devoted to "special problems in listening" is least useful and least up-to-date. Research completed during the past ten years should have offered a much better development of this facet of the oral communication process. Still other readers may observe that the section on mass communication might well have been omitted in order to make room for a section on semantics and group dynamics.

THOMAS R. LEWIS,  
*The Florida State University*

THE ART OF GOOD SPEECH. By James H. McBurney and Ernest J. Wraga. New York: Prentice-Hall, Inc., 1953; pp. viii+584. \$4.50.

Most readers of *The Speech Teacher* have had an opportunity to examine *The Art of Good Speech*; hence, to detail the book's contents at this date seems hardly in order. It is a work deserving careful perusal by all teachers of public speaking for, in the opinion of this reviewer at least, it is the first college textbook to suggest truly fresh extensions and applications of traditional rhetorical theory since Winans' *Speech Making*.

The most important and unique features of *The Art of Good Speech* are, I think, three: (1) a clear, sharp, and stimulating presentation of the nature of and persistent problems connected with evaluation of speeches; (2) the special attention given the *distinctive* problems and methods involved in speaking to inquire, report, advocate, and evoke feeling; and (3) superior treatment of the nature and rhetorical play of *ethos*. The authors' defense of "the artistic theory" of speech criticism forms the base for their extensive restatement of classical rhetorical doctrines as they apply in twentieth-century speaking. Their emphasis on the limiting and structuring influences of rhetorical purpose corrects impressions conveyed by several modern textbooks: that inquiry does not exist as a distinctive purpose in discourse, and that evocative speaking is but advocacy on a grander scale. Chapter XXIV, "The Speaker as a Person," is a fitting summation of the authors' constant concern that the student shall see character as an *artistic*, as well as an *inartistic*, factor in determining audience response. These matters and an appropriate consideration of voice and



delivery are the chief concerns in Parts I and II of the book.

Part III of *The Art of Good Speech*, "Types of Speech," furnishes in some sixty pages the essential advice required as a basis for classroom exercises in discussion, debate, occasional speaking, and radio-television speaking. Exercises and stimulating "Comments and Readings" are subjoined to nearly all of the book's twenty-seven chapters.

If the writing in this work bore the ideas with economy, grace, and ease, the book would be assured a place among the distinguished expositions of rhetorical principles. Unfortunately, an anxious, indoctrinating tone, spun-out illustrations, lapses into wordy obscurity, and a tendency to belabor the obvious frequently come between the reader and the authors' fresh analyses of rhetorical problems. Experience with the book reveals that even good students often resent such stylistic weaknesses, and so fail to perceive that the authors are consistently probing behind the methodology of public speaking to point out its sources in society, in the limitations of oral communication, in the nature of language, and in the limitations and potentialities of vocal and physical expression. On the other hand, it is no easy task to clarify and vitalize these important relationships—especially for readers who tend to think of speech-making as salesmanship and of speaking as giving effect to self. Teachers, at least, should be charitable toward an intermittently sagging style in the first edition of an attempt to expound the bases as well as the techniques of public speaking. And under the guidance of wise and sympathetic teachers, students can, with the aid of *The Art of Good Speech*, be led to discover, to understand, and to apply the principles as well as the mechanics of speech making.

Professors McBurney and Wrage ask their readers (sometimes in clouds of words) to contemplate the nature of communication and the nature of man as speaker and listener before selecting the tools of purposive discourse. It is a request too seldom made of college speakers by the authors of their textbooks.

CARROLL C. ARNOLD,  
Cornell University

**SPEECH CORRECTION THROUGH STORY-TELLING UNITS.** By Elizabeth McGinley Nemoy. Magnolia, Massachusetts: Expression Company, 1954; pp. 285. \$3.75.

The purpose of this book, as stated in the

introduction, is "To provide material for use in helping the child overcome errors in the production of consonant sounds. The approach is through sound stories containing original jingles as an integral part of the story."

Part I of the book contains information about the way consonant sounds are produced. Also suggested is a special order of presentation of the sounds to the children, in the belief that by following this sequence the children may acquire muscular control, enabling them to produce those consonant sounds which require finer coordination of the speech organs. Further suggestions are given regarding the way to use the book.

Part II contains the sound stories and instructional materials. The production of each consonant sound is described in detail; the common "errors" are noted in the production of the sound, with corrective procedures suggested through ear-training. Analogies to similar sounds are presented, as well as practice words which contrast sounds. Further suggestions for drill are given the teacher; then follow stories which contain many words having the particular sound being studied. The author intends the suggestions as a guide to the teacher and expects that adaptations will be made of the content of the sound stories and the remedial procedures to meet the individual needs of the group.

The author states that this book is mainly for the use of elementary classroom teachers, but that she believes it will also be of value to speech correctionists and to parents.

Since the book is intended for this general use, it is assumed that the author does not expect the material to be used for the correction of actual speech defects. However, since classroom teachers and parents who lack the resource of a speech specialist may unwittingly use the book for this purpose, it would seem necessary to point out the danger of so doing by including a discussion of the underlying causes of speech disorders, with special reference to articulation defects. The impression may be gained from the book that speech is only a mechanical process and that "errors" in articulation can be eliminated by drill on sounds and words. Teachers and parents may not realize that a child who has difficulty producing consonant sounds correctly may have a physical or emotional problem, in which case such drill may be useless or even harmful, and that a different approach may be indicated for "correction."

It is the assumption, then, that the book is

to be used for speech improvement. While some of the practice material is of value for that purpose, even so, there are more functional methods to achieve speech improvement than through jingles and stories which, however appealing in content as these may be, nevertheless seem contrived.

The teacher or parent will doubtless be helped in awareness of phonetics by the simplified descriptions of consonant sound production, as well as by the delineation of common mispronunciations of these. However, some of the children's substitutions noted are not frequently heard, according to this reviewer's experience, such as "hate" for "ate," "voy" for "boy," "vun" for "fun." They therefore do not seem to serve as the best illustrations. Also, in the section on the "ing," the author does not explain when the "g" sound should be omitted, and when it should be included with the [ŋ], as a guide to the correct pronunciation of words like "long," "longer," "longest," "English," "single," etc.

It was the feeling of a number of teachers to whom this book was shown that it might serve as an additional teaching aid in the hands of experienced teachers well trained in speech who could be selective in the use of the material for speech improvement. The usefulness of this book would be determined by a teacher's orientation to speech education.

ZELDA HORNER KOSH,  
*Arlington County Public Schools*

**PUBLIC SPEAKING FOR COLLEGE STUDENTS** (second edition). By Lionel Crocker. New York: American Book Company, 1954; pp. xix+508. \$4.25.

*Public Speaking for College Students* (initially published in 1941) is based on sound principles, contains an abundance of appropriate illustrations and challenging exercises, and is supplemented by a wealth of suitable collateral readings. The organization is clear and systematic throughout.

Two chapters, 1 and 14, are revised extensively. The first chapter, "Public Speaking and You," is entirely rewritten, which revision, in the author's own words, ". . . was done to give the student a clearer picture of what was involved in a class in public speaking." This purpose Dr. Crocker achieves admirably. Chapter 14, "Supporting the Assertion—Three Kinds of Proof," is improved by the revised treatment of the three types of proof, logical, emotional, and personal.

The inclusion of three new chapters—5, 12, and 22—increases the value of the new edition. Chapter 5, "Maxims for Public Speakers," contains many crisp, clever statements of advice for the beginning speaker. The titles, "Choosing the Subject" and "Listening to a Speech" indicate the nature of the substance of Chapters 12 and 22.

As evidence of his belief in the value of photographic illustrations of nationally and internationally known public speakers, the author, while omitting six in the former edition, has increased the total of such illustrations from eight in the first to eighteen in the second edition.

Inasmuch as the exercises in the 1941 edition were amply substantial and thought-provoking, there was little need for changes in this area. There are, however, in addition to new exercises in two of the three new chapters, a few additions to and deletions from the exercises in eight of the other chapters.

In revising his lists of suggested collateral readings to bring them up-to-date, the author, although deleting twenty-three selections, has added a sufficient number to make a total of one hundred and sixty-two readings in the current edition.

There are still two appendices. In the revision of Appendix I, "Material for Interpretation and Declamation," composed of fifty short interesting readings, twenty-three of the original selections have been deleted and two new ones added. Containing none of the selections of the first edition, the revision of Appendix II, "Models for Speech Composition," includes three excellent speeches, the first two of which are analyzed paragraph by paragraph.

Additional over-all revision of the book includes a brief topical outline at the beginning of each chapter, additional text materials in some chapters not mentioned above, and many new appropriate illustrations throughout the book. Deletion of some text materials and outdated illustrations further improves the revised copy. A change in the format makes the book more attractive and readable.

EUGENE C. CHENOWETH,  
*Indiana University*

**THE PRESIDENT AND THE CONGRESS: THE CONFLICT OF POWERS** ("The Reference Shelf," Vol. 27, No. 1). Edited by Joan Coyne MacLean. New York: The H. W. Wilson Company, 1955, pp. 218. \$2.00.

It takes but a brief look at the history of the United States to discover that an almost

constant struggle for power has gone on among the three branches of government. This has happened despite, or perhaps because of, the system of checks and balances designed to prevent the concentration of power in one branch of the government. By the time a Virginia democrat named Jefferson came to the executive office the struggle for power was clearly drawn. Each strong president since has used persuasion, patronage, and political pressure to keep Congress in line. Congress has found many means to keep the power at its end of Pennsylvania Avenue. While the editor deliberately excludes consideration of the fight between the judiciary and the other two branches of government, readers should remind themselves that powerful figures in black robes from John Marshall to the "nine old men" have entered into the battle.

The focal point of this volume is obviously the struggle between the executive and the Junior Senator from Wisconsin. It has been the most resounding clash since the abortive court-packing incident of the thirties.

Joan Coyne MacLean, in editing this volume, has wisely chosen to divide the material into five areas: big government breeds conflict; the powers of the president; the powers of Congress; most sensitive areas of the conflict; and, what can be done to ease the tension.

To each of the five sections the editor has written a brief introduction. She then calls upon authorities in the field to set forth representative points of view. By far the best introduction is the first, and it is to be regretted that the others do not live up to its promise. The selections represent the work of able authors, and both sides of the controversy seem to be fairly presented.

Two assumptions are made in the opening chapter. One is that it can be argued in this volume whether or not the inherent struggle for power is a defect in the Constitution. The second is that no answer will be drawn. It would seem to the reviewer that the latter is a major fault.

This book should serve as a good starting point for a high school class in government or current events. For the layman who wants to find material on the problem it also has merit.

JOHN A. OOSTENDORP,  
University of Rhode Island

THE CENSORSHIP OF BOOKS. ("The Reference Shelf," Vol. 26, No. 5). Edited by Walter M. Daniels. New York: The H. W. Wilson Company, 1954; pp. 202. \$1.75.

"Nobody," comments Editor Daniels, "believes in censorship," but some would "label," segregate or exclude. "No one," he continues, "goes as far as to suggest prohibition of the publication of anything," and further that this observation "... is not to imply that no one has anything to say on the subject." This last, indeed, is the most attractive feature of this recent issue of *The Reference Shelf*. It appears that almost everyone has something to say about censorship, from President Eisenhower to irate housewife, Myrtle G. Hance, of San Antonio, Texas.

*The Censorship of Books* reports from a good array of persons and personalities, including publishers and distributors, writers and editors, legislators of all degrees, as well as police and judicial authorities. Representatives of religious, professional, and pressure groups, in addition to racial, civic, and patriotic organizations, are given the opportunity to present their views.

"The Nature of the Problem," the first section of the book, covers a range extending from references to the Constitution and John Stuart Mill to Reverend Redmond Burke's "What is the Index?" Many thought-provoking ideas appear in this section. For example, Judge Curtis L. Bok states: "The Legal freedoms exist, but now and then a price is put on them. So long as a man howls with the wolves, he may say whatever monstrous thing occurs to him; if he howls against the wolves, it may cost him his job, his social position, and perhaps his liberty."

The remainder of the book is divided into sections dealing with "Moral Censorship," "Political Censorship," "United States Libraries Abroad," "Textbooks," and "The Censors and the Librarian." That portion devoted to "Moral Censorship," while somewhat limited in scope, offers many solutions, from the general, as suggested by American Civil Liberties Union Representative Patrick Murphy Malin's testimony before the House of Representatives' Select Committee on Current Pornographic Materials, to the specific and detailed technical changes in the postal laws advocated by the Gathings Committee. "Political Censorship" deals in a stimulating fashion with a vast array of problems presented by organizations such as the American Legion and personages of no less note than Dwight D. Eisenhower and Mark Van Doren.

The most intensive search for subversive authors in United States information libraries abroad is reported interestingly, but in a

somewhat limited manner for such a controversial topic. Represented here are librarian Salvatore D. Nerbuso, Louis F. Budenz, former managing editor of the *Daily Worker*, Norman Cousins, editor of the *Saturday Review*, and *New York Times* correspondent Walter H. Waggoner.

Of particular interest is the section devoted to textbooks. Articles extend from the broad and general approach of the Alabama Textbook law to such specific instances as Edna Lonigan's "The Case Against Magruder's *American Government*" and the question, "Is Robin Hood Subversive?" Subject matter also ranges from the UNESCO controversy to Clara Stilwell's (pseudonym of a textbook editor) pointed article on "Textbook Pressures."

The final section, "The Censors and the Librarian," opens with detailed statements of the American Library Association. There follow charge and counter-charge from critics and librarians, citing of a specific Peoria case, and discussions of the techniques of segregation and labeling in libraries.

KARL R. MOLL,  
Rutgers University

**ORAL DECISION-MAKING.** By Waldo W. Braden and Earnest S. Brandenburg, New York: Harper & Brothers, 1955; pp. xii+572. \$4.75.

"Our primary concern is training citizens for intelligent, responsible, and effective group activity." This theme by Braden and Brandenburg provides the special adaptation that marks *Oral Decision-Making* as an important new textbook in the areas of argumentation, discussion, and debate.

A combination of traditional principles with new concepts from social psychology, semantics, group dynamics, sociology, and industrial and military training brings a fresh and stimulating approach to this significant book. The authors have managed an admirable balance in this combination of the "traditional" and the "new."

Part One, "Nature and Materials of Oral Decision-Making," is a discussion of the nature of decision-making plus chapters on traditional units, i.e., wording the subjects for discussion and debate, finding facts, evaluating facts,

evaluating arguments. Two very useful and stimulating chapters are "Understanding the Dynamics of the Group" and "Understanding Language." Approximately a third of the book is devoted to this preliminary phase of the study of oral decision-making.

Part Two, "Reaching Decisions Through Discussion," contains the usual chapters on outlines, leadership, participation, evaluation, types of discussion, and physical facilities for discussion. With their combined experiences and knowledge of recent research in group actions the authors have given new life and vitality to the treatment of these traditional concepts and aspects of the discussion process. The chapters on "Role-Playing" and "Evaluating Discussion" also effectively utilize current knowledge and techniques.

Part Three, "Reaching Decisions Through Debate," provides the basic materials for a course in argumentation or debate. Included are chapters on preparation for debate, answering arguments, persuasion, preparation of a brief, speech composition, and evaluation of debate. The last chapter in this section contains thirty-two pages of discussion of "The Orderly Conduct of Debating: Parliamentary Procedure." Perhaps one might raise the question of the emphasis on collegiate debating in sections of Part Three in view of the authors' statement, "Our objectives have been to emphasize for the student that these activities are more than classroom exercises or interschool contests. . . ."

*Oral Decision-Making* is a very well written book. Examples, illustrations, and charts provide additional insight and clarity for the reader. The exercises and references at the end of each chapter are outstanding features of this fine book. The authors provide a wide variety of creative exercises that should prove valuable to both the inexperienced and the experienced teacher. This book may be easily adapted to either a single semester or a two-semester course in discussion and/or debate. I would recommend that any teacher looking for a useful textbook in these areas seriously consider *Oral Decision-Making*.

C. C. BENDER,  
Emerson College



# IN THE PERIODICALS

Annetta L. Wood, *Editor*

Assisted by Dorothy T. Durand, Marie Orr Shere,  
Eric Walz, and Edna West

## GENERAL

BLYTON, GIFFORD, "Art of Plain Talk," *Kentucky School Journal*, XXXIII, 8 (April, 1955), 15-16.

The author points out that students in the public schools of Kentucky have virtually no opportunities to become proficient in speech. He takes up four of the arguments against speech education: (1) Speech is only a service course, (2) People can talk without specialized training, (3) People don't solve problems through talk, and (4) Speech courses do nothing that other courses can't do as well, or better.

He answers each of these arguments and points out that speech is "the vehicle which makes democratic living possible," and as such should not be ignored, nor should speech education be neglected.

DE MILLE, AGNES, "The Valor of Teaching," *The Atlantic Monthly*, CXCIV, 6 (June, 1955), 31-33.

The famous dancer, choreographer, and author pays tribute to the teaching profession, singling out for special notice her three best teachers. She urges the continuation of the type of college in which students learn to recognize values, not prices. She reminds us that the true teacher exists and works for others and helps to shape lives, and that the cloister and the university have preserved free thought. She cites the example of Hitler's stifling German universities before attempting to enslave the populace as a whole.

EMRICH, DUNCAN, "The Ancient Game of Tongue-twisters," *American Heritage*, VI, 2 (February, 1955), 119-120.

In this amusing little article the Chief of the Folklore Section of the Library of Congress states that during the last century and the early parts of the present, the elocution books "designed to perfect the principles of perfect pronunciation" enshrined such gems as "Chaste

stars, not chase tars." In 1878 J. W. Shoemaker termed such phrases "recreations in articulation," and cautioned the teacher of speech to be aware of the fact that although many of these exercises might "cause amusement in a class," a higher motive had prompted their inclusion in his book on *Practical Elocution*. The examples of old tongue-twisters are quite interesting.

ISE, JOHN, "The Lecture System," *The Education Digest*, XX, 9 (May, 1955), 19-22.

Saying that the professor achieves development of personality as he enjoys the supreme delight of talking uninterruptedly to a captive audience, the author ironically criticizes abuses of classroom lecturing.

SEELING, MARTHA, "Creative Experiences for Young Children," *Education*, 75 (February, 1955), 355-360.

The author discusses all phases of creative activity, among them creative dramatics, reading, and writing. She stresses the contribution each activity can make to the child's development.

SOUTHERLAND, SALLY, "Teachers Find Adventure in Creative Movement," *Journal of Health-Physical Education-Recreation*, XXVI, 2 (February, 1955), 22, 24.

Miss Southerland reports a successful program that a group of teachers (of grades one through six, their ages ranging from twenty-two to forty-seven) carried out in Charlotte, North Carolina. She presents the aims of the program, lesson plans, teaching procedure, and means of evaluation.

Teachers of speech and dramatics can find helpful suggestions for student groups here, and may even be inspired to develop a similar program to share their specialized knowledge with colleagues whose major interests lie in other fields.

TACEY, WILLIAM S., "Incorporating Speech Training in the Home Room," *School Activities*, XXVI (May, 1955), 290-293.

The author points out that the home room "offers a myriad of opportunities for teaching high school students to improve their speaking ability." Among such opportunities he lists the use of a tape recorder; organizing the home room, electing officers and conducting business according to correct parliamentary procedure; reading about and discussing important events; dramatizing stories; reading announcements from the principal's office; and listening to and discussing radio and television programs.

Such activities can constitute the opening wedge for a speech program in a school where there is none or supplement the regular speech classes in "the more progressive school."

#### DRAMATICS AND ORAL INTERPRETATION

BOLTON, GUY, "The Art of Adaptation," *Theatre Arts*, XXIX, 6 (June, 1955), 28, 94.

The adapter of this season's highly-successful *Anastasia* gives some humorous hints to future adapters, the chief of which is not to have too much respect for what one is adapting. Praising Shakespeare and Sheridan for not acknowledging the sources of their plays, he claims that his own attitude toward works he has adapted has been one of growing resentment.

LOBDELL, ROBERT A., "Planning a Show Wagon," *Recreation*, XLVIII, 1 (January, 1955), 32-33.

This account of how recreation workers in Evansville, Indiana built a circus-type show wagon and of the purposes it served in carrying musical and dramatic performances to the playgrounds in the city is of interest to directors handicapped by having no stage or by a program necessitating moving from one location to another.

PRICE, J. B., "The Magic of Barrie," *Contemporary Review*, 1070 (February, 1955), 110-113.

Since *Peter Pan* recently monopolized the screens of television sets across the land, the author's name may once again become a byword. If you are eager to know what one of Barrie's countrymen considers to be the source of Barrie's appeal to audiences, this brief article should be to your taste.

#### SPEECH CORRECTION

BLUMBERG, MARVIN L., "Respiration and Speech in the Cerebral Palsied Child," *The American Journal of Diseases of Children*, LXXXIX (January 1955), 48-53.

Speech difficulties of the cerebral palsied encompass a wide range, from faulty pronunciation to complete lack of speech. Many of these difficulties are so affected by breathing disturbances that respiration training constitutes the most important factor in speech therapy.

The author discusses the cause of disturbances of respiration and presents several techniques for improving breathing. He includes a drawing of a blowing apparatus based on the principle of the water spirometer.

CRUICKSHANK, WILLIAM M., "New Horizons in Education of the Handicapped Child," *American Journal of Public Health*, LXV (March, 1955), 306-311.

Dr. Cruickshank cites the increasing integration of the handicapped child with a regular class, rather than segregating him into a special group. He discusses the effect this trend will have on the status of the specially-trained teacher of the handicapped, and suggests that such teachers consider the arguments on both sides of the question of isolation versus integration so that their positions may be ones of enlightened judgment.

GILLETTE, HARRIET E., "Preschool Training for Cerebral Palsy," *Archives of Physical Medicine and Rehabilitation*, XXVI (January, 1955), 31-33.

Writing primarily from a medical point of view, the author discusses the various aspects of a treatment program with the objective of enabling the cerebral palsied child to make the most of what he has. Many of the suggested activities will contribute indirectly toward speech development, although only a few of them can be classed as actual speech therapy.

According to the author, "the faculty of speech is more to be desired than any other function."

HUDDLESTON, O. LEONARD and CARPENTER, ELIZABETH, "Speech Therapy in Physical Medicine," *Archives of Physical Medicine and Rehabilitation*, XXVI (January, 1955), 18-25.

After a brief description of speech and an enumeration of some of its primary defects, the authors discuss the importance of speech and

its direct relationship to physical and vocational rehabilitation. They conclude that speech therapy has a very definite role to play in physical medicine, and recommend that departments of physical medicine and rehabilitation include a well-equipped speech therapy department, staffed by specially-trained speech therapists. They urge that specialists in physical medicine not only establish speech therapy as part of their practices, but also participate in a program of informing the general public of the services physical medicine has to offer the disabled individual with either a "major or minor speech abnormality."

MURPHY, ALBERT T., "Counseling Students with Speech and Hearing Problems," *The Personnel and Guidance Journal*, XXXIII (January, 1955), 260-264.

The author indicates that the "client-centered" approach to speech counseling will bring about generally desirable results. He describes ten individuals whom the speech counselor will meet as representative selections of students (Boston University) having speech and hearing problems. Four of these individuals stutter; one has a hearing loss; one, a lateral lisp; one suffers from stage fright; one has a dialectal problem associated with a harsh voice; and one came in just for a "speech evaluation."

The author is undecided whether the general counselor or the speech therapist should deal with such problems. He observes that "Few institutions have an individual trained both as a counselor and as a speech pathologist/audiologist."

"Principles for Evaluating Hearing Loss," *Journal of the American Medical Association*, CLVII (16 April, 1955), 1408-1409.

In the introduction to this article is the statement that there is need for some method more satisfactory than any now in use for the evaluation of hearing losses in terms of the disability they produce. The pure tone audiometer measures in decibels the loss for tones of different frequencies, but not the loss for speech. "The most valid way to measure the ability to hear speech correctly is to use words or sentences."

Audiometers using speech as testing material have now been developed. The article includes references informing the reader where he may obtain the specifications for speech audiometers.

In the speech method of testing hearing,

stress is on the functional, rather than the anatomic, point of view. "The ability to repeat correctly or to respond appropriately to the sentences, questions and commands should be taken as evidence of correct hearing."

Pure tone audiograms, by both air and bone conduction, are necessary to determine not only the degree and type of hearing loss, but also its etiology. Pure tone testing, in conjunction with speech audiometry, should be routine procedure for workers in many types of businesses and professions.

TROTTER, WILLIAM D., "The Severity of Stuttering During Successive Readings of the Same Material," *The Journal of Speech and Hearing Disorders*, XX (March, 1955), 17-25.

The author describes the technique of investigating and the method of evaluating the "severity of stuttering on individual words under the same condition of successive readings of the same material." On the basis of his findings the author concludes that there is "significantly more severe" stuttering on the first reading than on any subsequent reading and that "the words stuttered more often during the course of the first reading are, in general, the more stuttered words."

The author points out that these results lend support to the clinical technique of modifying the stuttering pattern by means of direct self-instruction.

#### RADIO AND TELEVISION

KRIEGER, DOLORES and DEMARCO, PHYLLIS, "Writing a Radio Script," *The American Journal of Nursing*, LV (March, 1955), 346-348.

Teachers of speech may be overlooking a community service they could perform by dramatizing the aspects of American life little known to or misunderstood by our citizenry. This article by two student nurses tells of their experience in informing the radio audience about nursing education. Those of us in the fields of speech and drama may find that this article suggests to us the opportunity and necessity of using radio as a means of acquainting our communities with facts about education in general and speech education in particular.

SIEGEL, SEYMOUR N., "What Librarians Should Know about Radio and TV," *ALA Bulletin*, LXIX (March, 1955), 123-124.

The author, one of the pioneers in the fight for television channels reserved for educa-

tion, makes five valuable suggestions to librarians concerning their use of the air. These suggestions are of value to teachers of dramatics from two angles: the use of the air for reaching a wider public with our own "story" and giving advice and aid to community enterprises needing television and radio communication in order to function adequately.

TARBET, DONALD G., "Role of TV in our Schools," *The High School Journal*, XXVIII (February, 1955), 169-173.

A survey of what has been done in educational television leads the author to conclude "that television is moving from being strictly considered as a means of entertainment to being considered as another means of education." He challenges the public schools to embrace this "other means."

WISEMAN, JOHN D., JR., "A Radio Project for a Speech Class," *School Activities*, XXVI (March, 1955), 285-287.

The author describes the project the speech classes of a South Carolina high school used to promote greater interest in speech activities, to provide some money for the speech program, and to give the students an opportunity to put into actual practice what they had been discussing. The project of operating a radio station for an entire day included selling advertising, planning the programs, and broadcasting them.

"From the standpoint of the radio station, the school administration and the speech program, the project is an excellent one."

#### AUDIO-VISUAL AIDS

BENNETT, FLEMING, "Audio-Visual Services in Colleges and Universities in the United States," *College and Research Libraries*, XVI (January, 1955), 11-19.

If you are preparing a persuasive speech to be delivered to the holder of the purse strings in hope of gaining an increased allotment for audio-visual aids in your school, Mr. Bennett's statistics may aid you.

LEWIN, WILLIAM, "A Guide to the Technicolor Screen Version of *Hansel and Gretel*," *Audio-Visual Guide*, XXI, 5 (January, 1955), 18-26.

With many illustrations, an outline of the story, and suggestions for discussing this filmed fairy tale, this article equips the teacher to enhance the child audience's appreciation of the film.

SCHIEBER, ROBERT E., "News of Latest A-V Materials and Equipment," *Audio-Visual Guide*, XXI, 5 (January, 1955), 5-17.

Using an ingenious system, Mr. Schrieber manages to present in a minimum of space a maximum of information about new audio-visual equipment, materials, and publications.



# AUDIO-VISUAL AIDS

Jon Hopkins, *Editor*

## THE NATIONAL TAPE REPOSITORY

Teachers of speech do not need to be convinced of the values of using magnetic tape recordings in the classroom. But until December of 1954 the speech teacher seeking a tape recording to supplement instruction was confronted by a real problem because collections of recordings were small and scattered across the country. Fourteen educational organizations have selected their best programs and have deposited over three thousand master tapes in the National Tape Repository at Kent State University so that teachers may request duplicate tapes. To date the co-operating agencies include the University of Connecticut, Cornell University, the University of Illinois, Indiana University, Kent State University, the University of Nebraska, the University of Oklahoma, Oklahoma Agricultural and Mechanical College, University of Texas, Phoenix College, the State Departments of Education of Massachusetts and Minnesota, radio station KOAC in Corvallis, Oregon, and the British Information Services.

To order a duplicate of any of the master tapes, follow the directions below:

1. Select the programs of which you wish a duplicate on *your* tape, specifying
  - a. Series title, program title, and code number of each program desired
  - b. The speed at which the recording is to be made ( $7\frac{1}{2}$  or  $3\frac{3}{4}$  inches per second). Only single-track recording is available.
  - c. Your name and the address of your school or organization
2. Place order form and tape inside shipping container (either a standard 400-foot fibre shipping case or a corrugated cardboard mailing folder for tape).
3. Mail the tape and shipping container to  
Tapes for Teaching  
National Repository  
Audio-Visual Center  
Kent State University  
Kent, Ohio
4. Be sure to send enough tape for the program(s) requested:
  - a. 1200 feet of tape for thirty-minute programs at  $7\frac{1}{2}$  ips

- b. 600 feet of tape for thirty-minute programs at  $3\frac{3}{4}$  ips
- c. 600 feet of tape for fifteen-minute programs at  $7\frac{1}{2}$  ips
- d. 300 feet of tape for fifteen-minute programs at  $3\frac{3}{4}$  ips.

A nominal service charge of fifty cents for fifteen minutes of program material and one dollar for program materials running sixteen to thirty minutes helps to defray the cost of duplicating the master tape. Be sure to include return postage with your order. Note that the program is recorded on your tape, becomes your property, and need not be returned to the repository.

A complete catalog of programs is not yet available. A selected list of programs of interest to teachers of speech appears below, followed by reviews of two of the master tapes. Other reviews will appear in forthcoming issues of *The Speech Teacher*.

## STORY-TELLING

(Each of the following programs is fifteen minutes in length, and is suitable to children in kindergarten and the first three grades.)

- CD 7 "Stories for Children"
- E 1 "Monna, the Merry-Go-Round Cow"
- E 2 "Elaine Who Couldn't Remember"
- E 3 "Columbus' Collie"
- E 4 "Cuddles, the Camel"
- E 5 "The Mystery of the Missing Jewels"
- E 6 "The Misunderstood Cocker Spaniel"
- E 89-B "Shy Anthony Aardvark"
- E 90 "A Yak at the County Fair"
- E 93 "The Wolf and Red Riding Hood"
- E 102 "The Sleeping Beauty"
- E 109 "The Very Smallest Angel's Easter"

## DRAMATIC ADAPTATIONS

- a. Fifteen minutes

E 54 *Diary of Samuel Pepys*  
E 58 *David Crockett*
- b. Thirty minutes

E 29 *Cyrano de Bergerac* (Walter Hampden)  
E 30 *The Barretts of Wimpole Street* (Basil Rathbone, Beatrice Straight)

- E 31 *The Corn is Green* (Jane Cowl)
- E 32 *Dark Victory* (Celeste Holm)
- E 35 *A Tale of Two Cities* (Brian Aherne)
- E 36 *The Enchanted Cottage* (Gene Tierney)
- E 37 *A Doll's House* (Ingrid Bergman)
- E 39 *The Devil and Daniel Webster* (Raymond Massey)
- E 40 *Young Mr. Lincoln* (Henry Fonda)

c. Sixty minutes

- E 48 *The Taming of the Shrew*
- E 49 *Valley Forge*
- E 50 *Mary of Scotland*
- E 51 *Macbeth*
- E 52 *Romeo and Juliet*

"TEACHING THE SHAKESPEARE UNIT"

(Each of the tapes listed below is thirty minutes in length.)

- E 140 "Introduction to Shakespeare"
- E 141 "The Shakespearian Plot"
- E 142 "The Shakespearian Character"
- E 143 "Diction and Speech"
- E 144 "How Shakespeare Uses Words"
- E 147 "The Shakespearian Comedy"

DISCUSSION

(Each of the following thirty-minute tapes is a recording of a University of Chicago Round Table program).

- SS 105 "Great Ideas of the Ages"
- SS 108 "Psychological Techniques: Will they Prevent War?"
- SS 110 "Views of a United World"
- SS 112 "Turning World Resources to World Welfare"
- SS 132 "The Hydrogen Bomb"

"THE JEFFERSONIAN HERITAGE"

(Each of the following thirty-minute tapes produced by the National Association of Education Broadcasters under the auspices of the Ford Foundation stars Claude Rains).

- SSK 0 "The Living Declaration"
- SSK 1 "The Democrat and the Commissar"
- SSK 2 "Divided we Stand"
- SSK 3 "Light and Liberty"
- SSK 4 "The Return of the Patriot"
- SSK 5 "The Danger of Freedom"
- SSK 6 "The Ground of Justice"
- SSK 7 "Freedom to Work"
- SSK 8 "Freedom of the Press"
- SSK 9 "The University of the United States"

- SSK 10 "To Secure these Rights"
- SSK 11 "Nature's Most Precious Gift"
- SSK 12 "What the Jeffersonian Heritage Means Today"

TAPE REVIEWS

**LISTEN AND LEARN: SHAKESPEARE AT WORK.** Narrated by G. B. Harrison. Produced by the University of Michigan Broadcasting Service. 30 minutes. Available from the National Tape Repository. \$1.00.

Dr. Harrison introduces this program by pointing out that speech in a given play must not only be excellent but also more than just merely a reflection of what people were saying at the time of the play. The theatre should be a school of good speech; during Shakespeare's day the theatre presented the best kind of speech for every occasion.

Observing that "Shakespeare makes people talk as they never did in real life, but as they often wish they could have spoken," the narrator, with the assistance of a group of persons highly trained in voice and articulation, presents examples of Shakespeare's genius in description (*King Lear*, *A Winter's Tale*, *Othello*), contrast (Hotspur and Falstaff in *Henry IV*), argument (*Troilus and Cressida*), imagery (*Troilus and Cressida* and *Measure for Measure*), and "word play" or "word music" (*The Tempest*).

How and where would this recording be useful in speech classes? On the high school level it could well be used in classes in speech and drama, and certainly in a literature class studying a unit on Shakespeare. Even on the high school level the teacher would need to do little in the way of adaptation.

On the college level students in several areas of speech could benefit from this teaching aid. In classes in drama it, would be of most use. The players do a relatively good job of reading, and classes in oral interpretation would benefit from hearing them. Classes in voice and diction will find here excellent examples of clear-cut articulation and variation in rate and inflection. Classes in radio would find many uses for such a recording. And, finally, it is not too absurd to think that a class in public speaking would do well to hear this tape and benefit from Shakespeare's use of and play with language.

ROBERT F. PIERCE,  
University of Minnesota  
(Duluth Branch)

**CYRANO DE BERGERAC.** Read by Walter Hampden. Produced by the National Broadcasting Company. 30 minutes. Available from the National Tape Repository. \$1.00.

There is, of course, no question of the literary worth of Rostand's play. In my opinion the use of a tape recording of a classic is most valuable because it brings to life a style that on the printed page is difficult and often incomprehensible to beginning students. Mr. Hampden's delivery on this tape is clear and alive, without any loss of the essential style of the poetic drama.

If the teacher intends to present the entire play for careful critical study, the use of this tape at the beginning and end of the unit should insure students' having an over-all view of the relationship of the various scenes to the structure of the play as a whole, and appreciation of the author's skill in suiting the style of dialogue to character and situation as the action progresses.

If, on the other hand, classes will study only some of the more famous speeches and scenes, this tape should be even more useful. The "nose speech" and the love scenes are particularly well done. The student can perceive the sound and emotional implications of these scenes without having first to struggle through footnotes and references, in which his interest might be aroused after the speeches have come alive for him.

On the whole, the master tape is well recorded from a technical standpoint, and the pace is good. The tape should produce good acoustical results on any standard equipment.

CHARLOTTE I. LEE,  
Northwestern University

## FILMS

**A DAY IN THE LIFE OF THE CEREBRAL PALSID CHILD.** National Society for Crippled Children and Adults, 11 South LaSalle Street, Chicago 3, Illinois, 1950. Sound. Color. 30 minutes. Rental: \$3.50.

This film shows the services of the Children's Rehabilitation Institute. Dr. Winthrop Phelps, one of America's outstanding specialists in the treatment of cerebral palsy, reports the twenty-four-hour training and treatment available at his Institute and describes the services it offers to rehabilitate cerebral palsied children. This outstanding film should interest lay audiences as well as professional ones.

**THE DEAF POST-RUBELLA SCHOOL CHILD.** Lexington School for the Deaf, 904 Lexington Avenue, New York 21, New York, 1951. Sound. Black and white. 12 minutes. Free loan.

This excellent film is for professional groups: pediatricians, psychologists, and teachers. It illustrates the capacities and behavior of sixteen children (born deaf because during pregnancy their mothers had contracted "German measles") admitted to the Lexington School for the Deaf at the ages of five and six years. Thirteen of the children were able to receive deaf education; after a two-year trial period it was concluded that the remaining three were uneducable.

With the basic premise that all children have the right to be born physically perfect, the film shows the research of Dr. N. M. McAllister Grey and others.

**THE RIGHT TO HEAR.** Department of Otolaryngology and Oral Surgery in cooperation with the Department of Speech, State University of Iowa, 1942. Distributed by Bureau of Visual Instruction, State University of Iowa. Sound. Color. 31 minutes. Sale: \$75.00. Rental: \$4.00.

This film shows the facilities and services of the Iowa State School for the Deaf: Group and individual testing procedures locate children with hearing losses. Various children require different follow-up procedures: Some need tonsillectomies, other, hearing aids, training in lipreading, or special placement in school. Stating that three million school children in the United States have hearing loss, this good film emphasizes conservation of hearing.

**LIFE BEGINS AGAIN.** Western Electric Company, 1939. Sound. Black and white. 15 minutes. Free loan from local Bell Telephone Company offices.

This film tells the story of a young girl whose hearing loss is discovered through means of audiometric testing. She consults an otologist, who prescribes a hearing aid for her. She learns lipreading, and improves in school and in social adjustment.

The film presents good animated drawings of the ear and shows the audiometer and the audiphone, and the procedures of group and individual hearing test.

JEANNETTE ALLMAN,  
Canton [Ohio] Public Schools

## DISCS

**LISTENING TIME: FOR RELAXATION AND ENJOYMENT.** Lucille Binder Scott [narration] and Lucille Fahrney Wood [musical accompaniment]. Webster Publishing Company. Four 10" discs. 78 rpm. \$6.00.

The authors of the popular book, *Talking Time*, have made available an album of five recordings for children of from four to eight years: "Leonard and the Lion," "Timmy Teakettle," "The Magic Piano," "The Sleepy Forest," and "Tommy and his Talking Friends." Miss Binder tells the stories in children's speech and language, presenting many words and common sounds in the child's environment for him to imitate and reproduce. Children also actively participate in the stories.

Classroom and speech teachers have used the recordings with hundreds of children as a means of speech improvement by helping the children to correct minor speech faults and to develop good voice and speech. The stories fascinate children, and they discover that "Speech is fun."

In additions to the authors' suggestions for using *Listening Time*, teachers will find many other ways of utilizing the recordings in "tell and share," "reading readiness," remedial reading, and speech development. And public libraries will find *Listening Time* a valuable addition to their children's departments.

GERALDINE GARRISON,  
*Connecticut State Department  
of Education*



# THE BULLETIN BOARD

Waldo Phelps, *Editor*  
Assisted by Ordean Ness

## ADDITIONS: NEW COURSES, CURRICULA, AND FACILITIES

President Harold Rhodes of Bradley University has appointed a permanent Radio and Television Committee to supervise educational programs broadcast over Peoria, Illinois stations. The programs consist of lectures by members of the Bradley faculty, with occasional guest speakers from other universities, followed by a question period in which Bradley students participate.

The first program was broadcast on 20 March over Station WTVH-TV. President Rhodes lectured on the topic, "Is the American University Meeting the Needs of the Student?"

President S. Justus McKinley of Emerson College has announced that among the features of the Seventy-Fifth Anniversary College Program is the expansion of the Department of Drama to include a six-weeks' summer theatre season on Martha's Vineyard. Advanced students in drama will take courses and present a series of public performances of outstanding plays.

Four courses in speech have been added to the curricula at Mount Mercy College. The course in Persuasion is a new requirement in the merchandising curriculum. Rhetoric is now required of students in speech, and students in English may offer it as an elective. To help complete curricula for prospective teachers in the elementary and secondary schools "Speech Problems for the Classroom Teacher" and "The Teaching of the Speech Arts" have been added.

The use of closed-circuit television in teaching two courses in psychology and one in beginning chemistry has been so successful that the method is to be used for other courses this fall, including Speech 200, the basic offering in speech at Pennsylvania State University.

Assignment-lecture-demonstration sessions of the course will be broadcast over the closed circuit. The students will present their speeches in the usual manner. This experiment in

teaching Speech 200 has the following objectives:

1. To equate teaching methods, assignments, and grading standards as much as possible
2. To allow senior members of the staff to lecture to all Speech 200 sections in their areas of specialization
3. To allow graduate assistants to observe and study the senior staff's teaching procedures
4. To test (both subjectively and objectively) the use of television in teaching and to experiment with various ways of expanding its usefulness.

Under the chairmanship of J. B. Austin the Educational Television Council of the University of Pittsburgh is now meeting once a month. The first program presented under the Council's auspices was an eight-weeks' series on Chinese language and customs for which Dr. James Liu, Associate Professor of History, served as moderator.

The Stanford University Speech and Hearing Clinic has prepared a mimeographed brochure describing career opportunities in the fields of speech correction and hearing. Readers of *The Speech Teacher* may obtain free copies of the brochure by writing the Director, Professor Virgil A. Anderson.

Dr. Dorothy Huntington of the Speech and Hearing Clinic at Stanford University is in charge of a new program in English language training for foreign students. Although the program is an offering of the Department of Speech and Drama, it includes training in written as well as in oral English.

Dr. George H. Kurtzrock is teaching two new classes in aural rehabilitation for adults at the University Hearing Center at the University of Illinois. With the major aim of giving students in aural rehabilitation practice in assisting aurally handicapped individuals, the courses include instruction in speech reading, auditory training, and the care and use of hearing aids.

At Texas Christian University there are expansions in practically every area of speech. A Division of Opera and Drama, under the direction of Dr. Walther R. Volbach, is a new interdepartmental organization. In addition to Dr. Volbach the staff of the Division includes Ernest Lawrence, Assistant Director and Vocal Coach, S. Walker James, Director of Technical Theatre, David Preston, Ballet Master, and Dr. Ralph R. Guenther, Conductor of the University Orchestra.

The Hogg Foundation of Austin, Texas, the Fort Worth Council for Retarded Children, and the Division of Speech, Hearing, and Retardation Therapy of the School of Fine Arts will co-operate in a two-year experimental study to determine if the "trainable" retarded child can be taught functional speech. Dr. E. L. Pross, Chairman of the Department of Speech, and Mrs. Dorothy Bell, Director of the Clinic, will conduct the study, with the active assistance of consultants from the Hogg Foundation. About sixty children with I.Q.'s of 31-50 (mental ages of three to five and chronological ages of six to ten) will participate in the study, the results of which the Hogg Foundation will publish.

On 1 June the Radio-Television Division of the School of Fine Arts began to use its new equipment, including two cameras, for closed-circuit television transmission. Dr. James Costy, Head of the Division, has also completed plans for a series of programs to be broadcast by KFJZ-TV this fall. The new equipment and new programs make possible graduate study in radio and television.

General remodeling of the quarters of the Department of Speech of West Virginia University has provided a re-designed studio theatre for use in developing a program of experimental and classical plays. The theatre accommodates an audience of one hundred, and features a flexible floor plan which permits arena staging. There is in addition a new scene shop with more than double the area of the previous one. Other new quarters resulting from the remodeling are private offices for all staff members, a new and well equipped seminar room, and, for the first time, permanent office space for the debate team.

#### FORENSICS

At the National Conference of Tau Kappa Alpha, which convened on the campus of Ohio University on 7 April, President Wayne C. Eubank announced the following "Speakers of

the Year" for 1954: In the area of National Affairs, Senator Clifford P. Chase of New Jersey; in Business and Commerce, Mr. Merle Thorpe; in Religion, Dr. Norman Vincent Peale; and in Educational, Scientific, and Cultural Activities, Dr. Frank C. Baxter.

#### CONFERENCES, CONVENTIONS, FESTIVALS, AND INSTITUTES

Bradley University sponsored its Fifth Invitational Speech Festival for high schools on 23 April. Events in which entrants participated included radio newscasting, original oratory, extemporaneous speaking, story-telling, debate, and discussion.

"Learning to Understand the Teamwork Behind a Successful Speech Correction Program" was the theme of the annual Speech Workshop on the Bradley campus from 13 to 18 June. Dr. Clara K. Mawhinney directed the workshop for elementary school teachers, speech correctionists, and parents of children with speech problems, with Mrs. Bernice Tuell acting as supervisor. Visiting professors were Dr. Harley A. Smith, Director of Southwest Louisiana Special Education, and Mr. Donald Koller, Chairman of Speech Correction, Galesburg [Illinois] Public Schools. Activities of the Workshop (for which the participants earned an hour of college credit) included observation of speech specialists working with children in diagnosis and therapy, and discussion of carry-over of speech improvement to classroom subjects.

The Central States Speech Association held its annual convention on 1 and 2 April, at the Hotel Jefferson in St. Louis. In addition to the wide variety of programs the Central States Speech Association sponsored, the American Speech and Hearing Association sponsored six sectional meetings; the American Educational Theatre Association sponsored four; the American Forensic Association sponsored three; and the National Society for the Study of Communication, three.

An innovation was a three-hour period devoted to speech activities for the elementary classroom, designed to enable the teacher in the elementary school to discuss a variety of topics ranging from speech correction techniques through creative dramatics to motion picture production. A second innovation was a program concerned with special areas of speech training for ministerial candidates.

The program included sectional meetings in Communication, Elementary School Speech

Programs, Forensics, Oral Interpretation, Ministerial Training Programs, Public Address, Secondary School Speech Programs, Speech and Hearing, Television, and Theatre.

"New Horizons in Speech Education" was the theme of the Twelfth Annual Speech Conference at Geneseo State Teachers College on Friday, 6 May. Principal speakers and their topics were Dr. Yetta G. Mitchell, president of the New York State Speech Association, "Why Speech?"; Evelyn Konigsberg, Assistant Director, Bureau of Speech Improvement, New York City, "Speech in the Language Arts Program"; and President E. DeAlton Partridge, Montclair [New Jersey] State Teachers College, "Television in Education."

Speech majors from the college demonstrated speech correction techniques and presented a program of interpretative reading.

Cothurnus, the college dramatic club, presented *Ladies in Retirement* as the final feature of the conference, of which Professor C. Agnes Rigney, Chairman of the Department of Speech, was general chairman.

In co-operation with the College's radio and television stations, WKAR and WKAR-TV, the Department of Speech of Michigan State College sponsored on Saturday, 12 March, the tenth annual Michigan State College Radio and Television Day. Dr. Robert P. Crawford, Director of Radio-Television Education, served as chairman of the conferences.

Programs for teachers included seminars in educational broadcasting, talks by a commercial broadcaster on the importance of radio in the schools, a panel discussion on the use of radio in school systems, and a program clinic featuring an exchange of ideas and program techniques.

Features of Radio and Television Day (open to any high school or college student in Michigan) were a personal performance contest, kinescopes of local and network television programs, a special program by national television stars, and talks on education and commercial radio and television and the job opportunities in each.

The Catholic Theatre Conference met for its tenth biennial convention on the campus of the University of Notre Dame from 12 through 15 June. Sister M. Angelita, B.V.M., of Immaculate Conception Academy, Davenport, Iowa, vice-president of the Conference, was chairman of the convention.

More than a thousand teachers, directors, and students of the drama from Catholic high schools and colleges throughout the country were present at the various sessions. Representatives of community theatres and children's dramatic groups with Catholic affiliations also attended.

Chief emphasis of the convention was on the art and morality of the theatre, dance drama, arena theatre, choral speaking, and teacher training. There were also programs in television techniques, new trends in the theatre, and a variety of technical problems. Exhibits, demonstrations, plays, and films supplemented the formal convention sessions.

Professor William J. Elsen, Head of the Department of Speech at Notre Dame, was host to the convention. Delegates were housed in University residence halls and fed in the Notre Dame dining hall.

At Pennsylvania State University the Department of Speech and the Management Training Division co-operated in the sponsoring of a Workshop in the Development of Management Communication Skills on 5-8 June. The workshop stressed the place and importance of communications in industry and business and presented brief but intensive training in the development of the skills of speaking, listening, conference-leading and writing. Harold P. Zelko and Harold J. O'Brien of the Department of Speech planned and directed the workshop.

Members of the faculty of the Department of Speech planned and presented two of the events in the Seventh Festival of Contemporary Arts, a March event on the campus of the University of Illinois. Barnard Hewitt, assisted by George McKinney as technical director and Genevieve Richardson as costumière, directed *The Omen*, David Driscoll's prize-winning play in the nation-wide New Play Competition which the Festival and the University Theatre sponsored jointly.

Under the chairmanship of Karl R. Wallace, Head of the Department of Speech, the Motion Picture Committee conducted its Second Film Competition. The University Film Council awarded the Purchase Prize to Ian Hugo's *Jazz of Lights*. Along with the ten other films receiving Certificates of Exhibition, it was shown in the University Auditorium on 17 March.

The Virginia Speech and Drama Association and the Virginia Association of Teachers of English jointly sponsored a Workshop in Communication for teachers of English, speech, and drama on the campus of the University of Virginia last summer. The workshop lasted for two weeks, carrying two hours of undergraduate or graduate credit. Two courses, one in language arts in the elementary school, the other in written and oral communication in the secondary school, met for two hours daily. There were in addition study groups in such specific fields as the teaching of grammar, teaching creative writing, oral and choral reading, creative dramatics, and directing the forensics program.

#### ON STAGE

H. Eugene Dybvig directed *A Midsummer Night's Dream*, Bradley University's third annual Shakespearean production presented in the Robertson Memorial Fieldhouse 20-22 April.

The Departments of Music, Art, Physical Education, Industrial Arts, Commerce, and Speech co-operated in the all-university production, the continuous action of which covered "an area the size of the basketball floor."

On 10 May the Division of Speech, Hearing and Retardation Therapy of Texas Christian University presented an unusual play. Mentally retarded children, deaf children, and children with severe speech defects played the major roles in a play written by Mrs. Dorothy Bell, Director of the Clinic. Public response to the play was so favorable that it will become an annual event.

During the summer the Horned Frog-Community Summer Theatre presented five plays: *Sabrina Fair*, *Night Must Fall*, *My Three Angels*, *Picnic*, and *Blithe Spirit*. Dr. Walther Volbach, Mr. Walker James, Dr. James Costy, and Mr. William Garber served as directors for the Theatre, which is a joint project of Texas Christian University and the Fort Worth Theatre Council.

#### PERSONALS

Professor H. D. Albright, Chairman of the Department of Speech and Drama, is co-author of a new textbook on dramatic production, *Principles of Theatre Art*, which Houghton, Mifflin recently published. His collaborators are William P. Halstead of the University of Michigan and Lee Mitchell of Northwestern University.

Mr. Laurence E. Bahler, a graduate of Kent State University, has received an appointment as graduate assistant in technical theatre at Texas Christian University for 1955-1956.

Professor John T. Dugan of the Department of Speech and Drama at the Catholic University of America has received a Fulbright Fellowship for post-doctoral research on the history of Italian dramatic art, including the theatre and the cinema, during the 1955-1956 academic year. In September he will leave for Italy, where Rome will be his headquarters.

Miss Mary Farquhar has joined the staff of the Stanford University Speech and Hearing Clinic as an acting assistant professor. Her duties include those of general supervisor of the Clinic and of director of Stanford's program for cerebral-palsied children. Miss Farquhar's master's degree is from Boston University, and she has had an additional year of graduate study at Northwestern University.

Dr. Kenneth O. Johnson, who received his Ph.D. from Stanford University in 1952, has accepted appointment as Chief of Audiology and Speech Correction for the Veterans Administration in Washington, D. C. Prior to going to Washington Dr. Johnson was Director of the Speech and Hearing Clinic at the Veterans Administration Hospital in San Francisco and held a clinical appointment on the staff of the Department of Otolaryngology at the School of Medicine of the University of California.